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ABSTRACT

The lessons in this book may be used as a unit of study on Korea or as supplemental lessons to ongoing social studies programs. The book is divided into seven parts with lesson plans in each area. Part 1, "Language," contains: (1) "The Korean Alphabet" (John Hoge); and (2) "Korean Expressions" (Harold Christensen). Part 2, "Geography," includes: (1) "Korea's Climate" (Harold Christensen); (2) "Parallel Peninsulas" (Theron L. Trimble); and (3) "Learning About Korea" (Charles Holt). Part 3, "History," focuses on: (1) "Kyongju - Capital of Ancient Korea" (Sharon Goralewski); (2) "Teaching About the Korean War With Documents" (Beth Haverkamp); (3) "Two Koreas" (Theron L. Trimble); and (4) "Together Again?" (Theron L. Trimble). Part 4, "Culture," emphasizes: (1) "Korean Cultural Artifact" (John Hoge); (2) "South Korea and Its Culture" (Mariam Baradar); (3) "Family Celebrations" (Mary Haas); (4) "Korean Culture Mystery Box" (Marlene M. Johnson); (5) "Using Korean Numbers" (Harold Christensen); (6) "Korea's Vision for the Future" (William Wilen); and (7) "East Meets West" (Burnell Peterson). Part 5, "Economy," examines: (1) "Characteristics of Korea Today" (Mary Haas); (2) "Korea: Still Land of the Morning Calm?" (Rick Borries); (3) "Graphing South Korea's Industrial Growth" (Harold Christensen); and (4) "Korea: A Model for Development" (Gail Tamaribuchi). Part 6, "Literature," suggests: (1) "Impossible Goodbyes" (Arthur Svensen); (2) "Using Korean Literature: Village Life and Customs" (Gregory Tumminio); (3) "Using Korean Literature: Korea's Tragic Past" (Gregory Tumminio); (4) "Using Korean Literature: Korean Symbols" (Gregory Tumminio); (5) "Using Korean Literature: Political Conflict and Personal Relationships" (Gregory Tumminio); and (6) "Using Korean Literature: Gender and Korean Society" (Gregory Tumminio). Part 7 offers "Resources on Korea" with "Using the Internet to Explore Korea" (S. Rex Morrow). (EH)

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ED 425 988

TEACHING MORE ABOUT KOREA

LESSONS FOR STUDENTS IN GRADES K-12

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FOREWORD

This book bears the fruits of all the hard work and efforts of the U.S. educators who participated in the Summer Fellowship in Korean Studies in 1995.

The Summer Fellowship in Korean Studies has existed for the past nine years. The participants are dedicated and talented educators who are selected to learn about Korea through direct experience with its people, historical landmarks, and culture. The fellowship is designed to promote the integration of the study of Korea into social studies and language arts curricula in American schools by offering opportunities for educators to experience Korea on a first-hand basis. After completing the summer fellowship, teachers return to their classrooms and bring Korea alive for their students through their first-hand reflections, various resources, and other independently acquired materials.

It is gratifying to realize that these lesson plans will be available now not only the participants themselves, but to those teachers we have not yet met who want to share their passion for and knowledge of Korea with many more U.S. students. The book has also proved to be an accessible introduction to those teachers who understand that students need interesting ways to be intrigued about the world outside their neighborhoods, a world that includes the 5,000 dramatic years of Korean culture and history.

First and foremost, I am deeply indebted to the Korea Foundation in Seoul, Korea, for providing the support that makes the fellowship possible. I also owe thanks to the Freeman Foundation for its generous financial support of the trip to Korea and production of this publication. A special thanks goes to Dr. John D. Hoge and his assistant Richard Rosch for editing and compiling this book. Their persistence and commitment proved to be the essential ingredient necessary to bring this project to a successful conclusion. Also, thanks to Namyoung Lee and Helen Kim at The Korea Society for their help with the layout and the proofreading of the book.

It is my earnest dream that the study of Korea becomes a deeply ingrained part of the curriculum in all American schools so that everyone, not just native Koreans, will gain familiarity with and respect for Korea's unique history and culture. I am sure this publication will greatly contribute to the fulfillment of this dream.

March, 1997

Yong Jin Choi
Director
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Lessons contained in this book may be used as a unit of study on Korea or as supplemental lessons to ongoing social studies programs. Lessons and hand-outs may be reprinted for educational purposes only.

TABLE OF CONTENTS

PART ONE *LANGUAGE (ŎNŎ)* *page #*

A. The Korean Alphabet 1
B. Korean Expressions 9

PART TWO *GEOGRAPHY (CHIRI)*

A. Korea's Climate 13
B. Parallel Peninsulas 19
C. Learning About Korea 27

PART THREE *HISTORY (YŎKSA)*

A. Kyongju - Capital of Ancient Korea 39
B. Teaching About the Korean War with Documents 53
C. Two Koreas: A Comparison Using Economic and Demographic Data 73
D. Together Again? Korean Unity or Korean Separation? 79

PART FOUR *CULTURE (MUNHWA)*

A. Korean Cultural Artifact 85
B. South Korea and Its Culture 99
C. Family Celebrations 135
D. Korean Culture Mystery Box 141
E. Using Korean Numbers 145
F. Korea's Vision for the Future 153
G. East Meets West 165

PART FIVE *ECONOMY (KYŎNGJE)*

A. Characteristics of Korea Today 173
B. Korea: Still Land of the Morning Calm? 187
C. Graphing South Korea's Industrial Growth 213
D. Korea: A Model for Development 217

PART SIX *LITERATURE (MUNHAK)*

A. Impossible Goodbyes 223
B. Using Korean Literature: Village Life and Customs 233
C. Using Korean Literature: Korea's Tragic Past 237
D. Using Korean Literature: Korean Symbols 241
E. Using Korean Literature: Political Conflict and Personal Relationships 245
F. Using Korean Literature: Gender and Korean Society 249

PART SEVEN *RESOURCES ON KOREA*

A. Using the Internet to Explore Korea Resources for Kindergarten to College 253

PART ONE

LANGUAGE (ŎNŎ)

THE KOREAN ALPHABET
Sounds and First Words

GRADE LEVEL: 1-3 **AUTHOR:** John Hoge

SUBJECT: Language Arts

TIME REQUIRED: One class period

OBJECTIVES:
As a result of this lesson, students will:
1. learn the sound for each letter of the Koran alphabet.
2. sound out simple words and phrases written in Hangul.

MATERIALS REQUIRED:
Handouts on the Consonants of Hangul
Vowels of Hangul
Sample Words
Large "flash cards" of the Korean alphabet

BACKGROUND:

The Korean alphabet was developed by a team of scholars at the bidding of King Sejong in the 15th century. King Sejong wanted to bring literacy to the common people, so he asked his scholars to develop an alphabet that would be so simple that a bright person could memorize the sounds of the letters and begin reading in less than half a day. Today the Korean alphabet, called Hangul, (which means Korean) is composed of 10 vowels and 14 consonants. The vowels and consonants may be blended to form many different sounds.

PROCEDURES:
1. Distribute the handout Consonants of Hangul and go over each one with the class. Review the list to make sure that all students have heard and reproduced the sounds of each letter at least twice.
2. Use flash cards to drill the students in matching the sound to the proper letter of the alphabet.
3. Repeat the process using the vowels.
4. Try out the sample words on the handout.
5. Try reading and saying sample phrases.

EVALUATION:

Were the children able to learn the letter sounds of the in the Korean alphabet? Were they able to sound out simple words and phrases written in Hangul?

ENRICHMENT:

1. Label items around the room in Hangul.
2. Invite a native Korean to lead simple songs and language lessons.
3. Purchase one of the many Korean language learning tapes and begin learning this language.

Consonants of Hangul

ㄱ	"k" or "g" as in cat or go
ㄴ	"n" as in number
ㄷ	"d" or "t" as do or two
ㄹ	"r" or "ll" as in run or pull
ㅁ	"m" as in map
ㅂ	"p" or "b" as in pat or bit
ㅅ	"s" as in song
ㅇ	"ng" when appearing as a medial or ending letter; silent if in the initial postion
ㅈ	"ch" or "j" as in join
ㅊ	"ch" as in cheese
ㅋ	"k" as in cross
ㅌ	"t" as in attack
ㅍ	"p" as in place
ㅎ	"h" as in hat

Vowels of Hangul

ㅏ	"a" as in father
ㅑ	"ya" as in yard
ㅓ	"a" as in paw
ㅕ	"yo" as in yawn
ㅗ	"o" as in coat
ㅛ	"yo" as in yolk
ㅜ	"u" as in broom
ㅠ	"u" as in you
ㅡ	"u" as in took
ㅣ	"e" as in beet

Sample Words

Korean	Pronounced	English
이	"e"	tooth
아이	"ah e"	child
오이	"oy e"	cucumber
여우	"ya oo"	fox
여유	"ya you"	spare time
고기	"go ge"	meat

Flash Cards

(to be enlarged on a copier)

ㄱ ㄴ ㄷ

ㄹ ㅁ ㅂ

ㅅ ㅇ ㅈ

ㅊ ㅋ ㅌ

ㅍ ㅎ

Flash Cards

(to be enlarged on a copier)

ㅏ ㅑ

ㅓ ㅕ

ㅗ ㅛ

ㅜ ㅠ

ㅡ ㅣ

KOREAN EXPRESSIONS

Expressing Yourself in Korean

GRADE LEVEL: K - 12 **AUTHOR:** Harold Christensen

SUBJECTS: Cultural Studies; Geography; Language

TIME REQUIRED: One class period to introduce/explain, several weeks to use these expressions when appropriate.

INSTRUCTIONAL OBJECTIVES:

As a result of this lesson, students will:

1. learn and use selected Korean expressions

MATERIALS REQUIRED:

Handout of basic Korean expressions
Native Korean speaker, if possible
Tape recording of these expressions, if possible, if native Korean speaker is not available

PROCEDURES:

1. Hand out list of basic Korean expressions.
2. Hand out pronunciation guide.
3. Point out that in Korean there is no strong stress except for emphasis. All syllables are pronounced with almost equal force.
4. Begin with simpler words or phrases and eventually practice all of them.
5. Select a few that you want students to learn and use when making a request of you. Divide the class into pairs or groups and give them time to practice.

EVALUATION:

Evaluate each student on the basis of how "fluent" they are when using their Korean with you.

ENRICHMENT:

1. Divide students into pairs and have them use these and other expressions they've found to write up a simple conversation/dialogue.
2. Have students find other Korean expressions, learn and teach to the class.
3. Make a chart of basic Korean expressions that is posted in the room.
4. Make labels, in Korean, for items in the room. Post next to item.

Approximate Pronunciation for selected Korean letters/symbols*

Vowels

a	as in car
ae	like **a** in cat
e	as in ten
i	as in police
o	like **aw** in law
oe	like **ur** in **fur**, but with rounded lips and no **r**-sound
u	like **oo** in moon

Consonants

ch	as in **ch**ip, but weaker
ch'	like **ch** in **ch**ip, followed by a strong puff of breath
k	as in s**k**in, but weaker
k'	like **k** in **k**ing, followed by a strong puff of breath
p	as in s**p**in, but weaker
p'	like **p** in **p**in, followed by a strong puff of breath
r	similar to **r** in ve**r**y, but not a "rolled" sound, sometimes almost like **d**
s	as in **s**mall
ss	as in hi**ss**
t	as in s**t**ab, but weaker
t'	like **t** in **t**ip, followed by a strong puff of breath

---

* Taken from **Korean For Travelers** by Berlitz.

Some Basic Korean Expressions

Yes.	ne, nae
No.	a-nyo
Please.	o-so
Thank you.	kamsa- hamnida, (or) ko-map-sum-ni-da
That's all right.	ch'on-ma-ne-yo
Good morning.	an-nyong-ha-shim-ni-ka.
Good afternoon.	an-nyong-ha-shim-ni-ka.
Good evening.	an-nyong-ha-shim-ni-ka.
Good night.	an-yong-hi chu-mu-se-yo
Good-bye.	an-nyong-hi ka-se-yo
See you later.	to poep-ke-ssum-ni-da.
How are you?	pyol-go op-su-shim-ni-ka?
Very well, thank you.	ne tok-pu-ne
Excuse me.	shil-lye-ham-ni-da
I don't understand	mo-ru-ge-ssum-ni-da
Can you help me, please?	to-wa chu-shi-ge-ssum-ni-ka?
I'm hungry.	pae-ga ko-p'um-ni-da
I'm thirsty.	mo-gi me-rum-ni-da
Who is it?	nu-gu-shim-ni-ka
Come in.	tu-ro o-se-yo
How are you?	an-nyong-ha-shim-ni-ka
How's it going?	o-to-shim-ni-ka
My name's . . .	cho- . . . nun i-ra-go ham-ni-da,
Do you speak English?	yong-o-rul ha-shim-ni-ka
What time is it?	chi-gum myot-shi-im-ni-ka
What day is it today?	o-nu-run mu-sun yo-il-im-ni-ka
CAREFUL	chu-ui
Come here.	i-ri o-se-yo
HELP	sa-ram sal-lyo
Listen	tu-ru-se-yo
Look	po-se-yo
Stop	chong-ji
Hello (calling attention)	yoboseyo
Hello (polite greeting)	annyong-hashimnika
What is the price?	awlma-imnika?
Where is the telephone?	chonwha-ga awdee issumnika?
Where is the toilet?	hwajagshil-ye awdee issumnika?
I don't speak Korean.	hanguk-mal mott-hamnida
I am an American.	megook-saram imnida
Where is the restaurant?	shikdang-ee awdee-issumnika?
It is good.	chosumnida
It is bad	napumnida

PART TWO

GEOGRAPHY (CHIRI)

KOREA'S CLIMATE

GRADE LEVEL: Middle School **AUTHOR:** Harold Christensen

SUBJECT: Geography

TIME REQUIRED: Two class periods

OBJECTIVES:
As a result of this lesson, students will:
1. neatly and accurately graph the climate data for an assigned location.
2. label the cities and color the Korean map according to its climates.
3. use acceptable map and graph-making techniques.
4. use their climate graphs in groups of three or four to answer some teacher designated questions.

MATERIALS REQUIRED:

Climate data on selected Korean locations
Climate graph and Climate graph directions (attached)
Map of Korea

PROCEDURES:
1. Explain to the students that Korea has four distinctive seasons.
2. Also explain that there are many regional differences even though the peninsula is small.
3. Point out that Korea is affected by the wet summer monsoons that impact South Asia and areas east and north.
4. If students have not previously made climate graphs, distribute one climate graph to each. The teacher should complete the climate graph on the overhead while the students complete it at their desk. Use the climate data for a local community or some place other than the sites they will graph.
5. When the students understand how to make a climate graph, distribute the climate data for South Korea and as many climate graphs to each student as you want them to make.
6. Also distribute a map of Korea which has dots for each location on the climate data sheet. The teacher might want to trace in the climate patterns before photocopying the map. If the text or another source available to the students has a climate map showing Korea, it is a good exercise to have the students determine the "boundaries" for the climates.
   a. Students should label all of the cities.
   b. The map should be colored or shaded according to the climates of Korea.
   c. The map should include a title, key, and compass rose.
7. Divide students into groups so that each climate site is represented.

a. Distribute a set of questions to be answered by using the completed climate graphs and the climate map. [Do not permit them to use the climate data sheet--answers should be based on student work, not the data sheet.]

b. **Sample questions:**

1. Which location has the greatest temperature range?
2. Which location has the smallest temperature range?
3. What do you think accounts for the differences between 1 and 2?
4. Which location has the greatest amount of precipitation?
5. Which location has the smallest amount of precipitation?
6. What do you think accounts for the differences between 4 and 5?
7. Which location has the longest growing season?
8. Which location has the shortest growing season?
9. What differences would you expect in the crops grown in these two areas?
10. Compare the climates of the locations with the highest and lowest elevations. Does elevation seem to be a climatic factor? Explain.
11. Is there one month that is usually the hottest . . . the coldest . . .the wettest . . . the driest?

c. Summarize findings with the whole class.

EVALUATION:

1. Graphs and maps can be evaluated on their neatness and accuracy.
2. Group effort can be evaluated based on the cooperation displayed and the accuracy of the answers obtained.

ENRICHMENT:

1. Prepare a bulletin board display with a map and the climate graphs.
2. Graph cities in the U.S. that have similar latitudes and elevations. Choose both coastal and interior. Compare with the Korean locations. What are the conclusions?

CLIMATE GRAPH DIRECTIONS:

1. Using the numbers on the right side of the graph as a guide, lightly trace a line across each monthly column showing the amount of precipitation for each city. Use a bright color, such as red, orange, green, etc., to color in each vertical column up to the line you have traced so that when you are finished you will have a series of bar graphs that show the yearly precipitation pattem for this location.

2. Using the numbers on the left side of the graph as a guide, in the center of each monthly vertical column, place a dot showing the average temperature for that month.

3. Using a dark color, connect each dot with a straight line to the dot in the next column so that when finished, you will have line graph showing the temperature pattern for the year.

4. Compete the rest of the information at the top of the climate graph.

STATION = Location [city]
ELEVATION = Altitude, or height above sea level.
AVERAGE TEMPERATURE = Average yearly [annual] temperature
TEMPERATURE RANGE = Differences, in degrees, between the warmest and the coldest months.
GROWING SEASON IN MONTHS = the number of months when the temperature is fifty degrees or warmer.
DISTANCE FROM THE EQUATOR IN MILES = one degree of latitude is about 70 miles, so multiple the number of degrees of latitude by 70.

Climate Data on Selected Korean Locations

City	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Yr
Seoul	24	28	38	51	61	70	72	78	68	56	41	28	52
37.34° N 126.58° E	1.2	0.8	1.5	3.0	3.2	5.1	14	10	4.7	1.6	1.8	1.0	49
Alt: 285 feet													
Mokp'o	34	36	42	53	62	70	77	80	72	62	50	39	56
34.47° N 126.23° E	1.4	1.5	1.6	3.7	3.6	5.6	8.7	6.5	4.6	2	1.7	1.5	42
Alt: 107 feet													
Pusan	36	38	45	54	62	68	76	79	71	62	51	40	57
35.06° N 129.01° E	1.7	1.4	2.7	5.5	5.2	7.9	11	5.1	6.8	2.9	1.6	1.2	55
Alt: 41 feet													
Pohang	33	36	43	54	62	68	75	77	69	59	50	38	55
36.03° N 129.23° E	1.2	1.6	2.2	2.6	3.0	5.5	6.2	5.3	6.8	2.3	2.4	1.4	40
Alt:													
Taegu	29	33	42	54	64	71	78	79	69	58	46	35	55
35.53° N 128.37° E	0.6	1.0	1.8	2.5	2.6	5.2	7.9	6.5	6.4	1.7	1.2	1.0	38
Alt:													
Ulsan	33	36	43	53	61	68	76	77	69	59	48	38	55
35.33° N 129.19° E	1.0	1.8	2.7	3.5	4.2	6.0	8.0	6.6	8.2	2.6	1.8	1.6	48
Alt:													
Cheju	41	41	46	54	61	69	77	78	71	62	54	46	59
33.31° N 126.32° E	2.3	3.0	2.9	3.2	3.5	6.2	8.3	8.9	9.9	3.5	2.7	2.4	56
Alt:													
Kangnung	30	33	41	53	62	68	74	76	68	58	48	36	54
37.45° N 128.54° E	1.5	2.9	2.9	2.8	2.5	5.3	8.4	7.5	7.8	3.5	3.5	2.0	50
Alt:													
Ch'orwon	18	24	36	49	60	68	75	76	66	53	40	26	49
38.14° N 127.12° E	0.6	0.7	3.3	2.8	3.9	5.0	15	11	5.2	2.2	1.6	1.1	52
Alt:													

Sources:

World Climate Data. F. L. Wernstedt. Climatic Data Press. 1972

Tables of Temperature, Relative Humidity and Precipitation for the World - Part V - Asia
London: Her Majesty's Stationery Office 1958

South Korea

PARALLEL PENINSULAS

A Comparison Using Geographic and Demographic Data

GRADE LEVEL: 6-8 **AUTHOR:** Theron L. Trimble

SUBJECT: Middle School Geography

TIME REQUIRED: Five class periods

OBJECTIVES:
As a result of this lesson, students will:
1. identify geographic factors which have an impact on human populations.
2. develop hypotheses to explain similarities and differences among geographic and demographic statistical profiles.
3. categorize geographic elements.
4. evaluate the impact of geographic elements on human populations.

BACKGROUND:
Florida and the two Koreas are located on peninsulas. Although such a physical condition may have little effect all on the characteristics of the residents, it provides an interesting scenario in which to compare groups of people and investigate causes of similarities and differences. The technique of treating Florida in the same way as a nation may be artificial but may provide for an interesting dialogue with students about the appropriateness of such a technique and may also provide a model for the examination of states and/or regions within the United States.

A preliminary lesson on economic terminology may be necessary for students with little experience using this type of information. An effective method of dealing with this problem may be to wait until the handout is distributed and then projecting a transparency of the handout and conducting a discussion regarding the meaning of each category/term (e.g., per capita GNP, arable land) prior to examining the actual data.

MATERIALS REQUIRED: Korea Data Tables (handout supplied in this curriculum supplement)

PROCEDURES:
1. Duplicate the attached Korea Data Tables resource sheets.
2. Ask students to locate Florida, South Korea (The Republic of Korea), and North Korea (The People's Democratic Republic of Korea) on a map.
3. Ask students what physical characteristics they have in common (located on a peninsula). Ask students how they differ in physical characteristics (terrain, global position affecting climate).
4. Ask students to theorize what causes groups of people to live the way they do (physical location, resources, climate, etc.).

5. Explain to students that since all three are located on peninsulas, that the effect of the land form will be the same.
6. Divide students into five groups: Population, Health, Communications, Crime, and Economy. Ask each group to examine the data for their subject on the three locations. Have them identify categories in which (a) data on the locations is basically the same and (b) categories in which data on the locations is significantly different.
7. Have students hypothesize causes for (a) each similarity they found in step six and (b) each significant difference they found in step six.
8. Ask students list their causes (from step 7) on the board and ask them to develop a category system for them (i.e., physical, environmental, cultural, political, etc.).
9. Have students determine which category of causes appears to have the biggest impact on shaping the data provided to them.

EVALUATION:

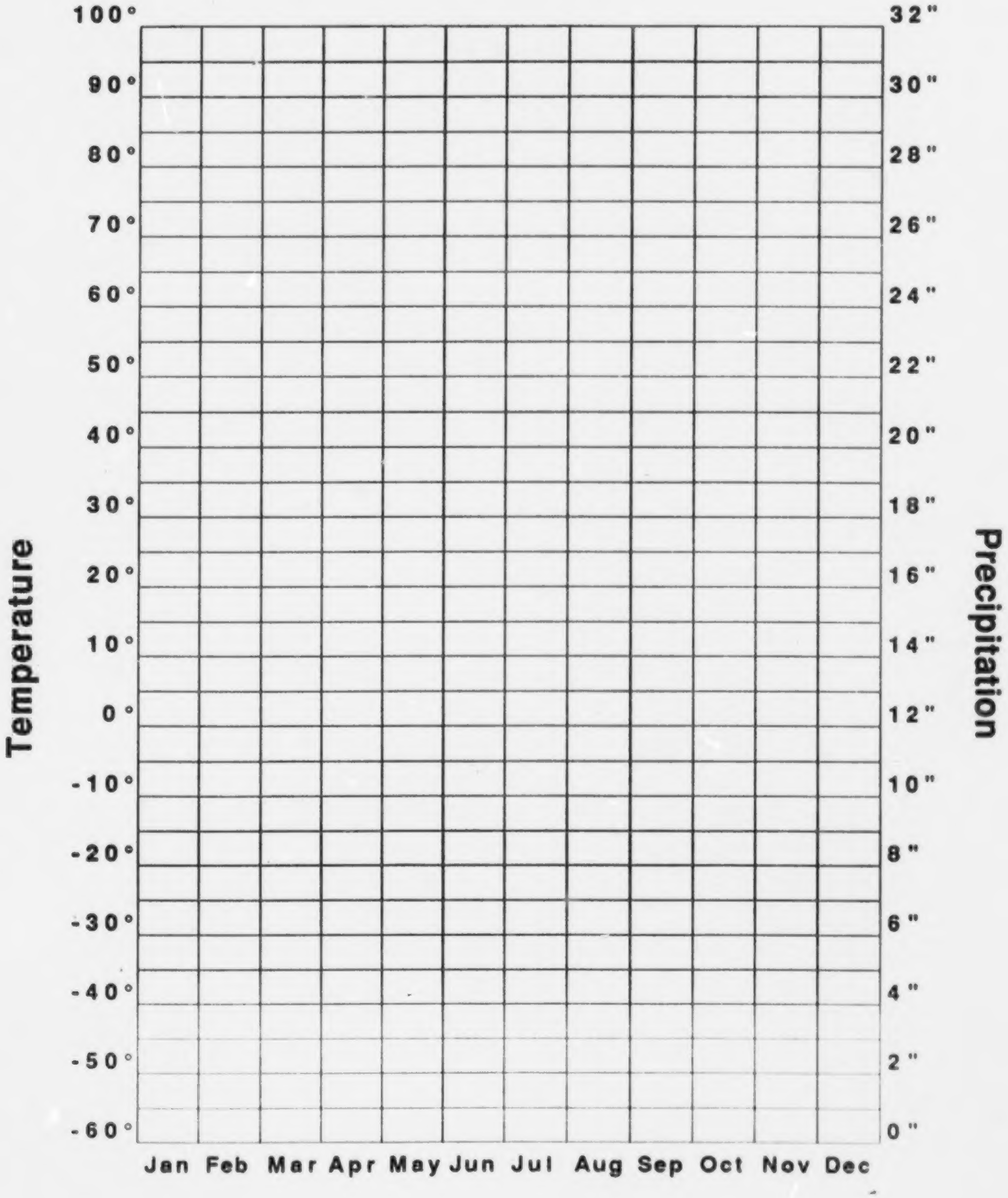
Have students investigate each location in detail to try to determine if their hypotheses were accurate.

ENRICHMENT:

With the emphasis on interdisciplinary teaching in the middle school, it may be desirable to utilize the data for mathematics activities. Students may be provided with exercises in which they actually calculate the information needed for some categories, such as per capita GNP. More basic problems may be the simple calculation of the differences or ratios between examples of data. For example, ask the students to determine what percentage of television stations North Korea has in comparison to Florida.

CLIMATE GRAPH

Station__________________ Country_____________ Elevation_____________
Latitude____________ Longitude_____________ Climate Type ________________
Yearly Precipitation_____ Average Temperature _____ Temperature Range ______
Growing Season in Months ______ Distance from Equator in Miles _______



Handout: Korea Data Tables

	SOUTH KOREA	NORTH KOREA	FLORIDA
LABOR FORCE:	16,900,000	9,615,000	5,845,000
SERVICES	52%	27%	54%
MINING & MANUFACTURING	27.0%	30.0%	12.6%
FARMING/FISHNG/FORESTRY	21.0%	43.0%	3.9%
FEMALE LABOR FORCE:	33.9% of total	45.9% of total	54.9% of total
EMPLOYED/POPULATION:	38.2% of total	43.4% of total	59.8% of total
EXPORTS:	$71,900,000,000	$2,020,000,000	$9,437,000,000
IMPORTS:	$81,600,000,000	$2,620,000,000	$13,282,962,968
INFLATION:	7%	2%	NA
EXTERNAL DEBT:	$38,200,000,000.00	$7,000,000,000.00	$12,295,000,000.00
COMMODITIES EXPORTED:	textiles, clothing, electronic and electrical equipment, footwear, machinery, steel, automobiles, ships, fish	minerals, metallurgical products, agricultural products, manufactures	NA
COMMODITIES IMPORTED:	machinery, electronics and electronic equipment, oil, steel, transport equipment, textiles, organic chemicals, grains	oil, machinery and equip coking coal, grain	NA
VI. POPULATION			
POPULATION:	44,284,000	22,227,000	12,937,926
POPULATION DENSITY PER SQUARE MILE:	1,164 persons	477 persons	239 persons
POPULATION GROWTH:	1.06%	1.85%	3.27%
POPULATION UNDER AGE 15:	25.9%	29.4%	19.0%
POPULATION AGE 65 AND OVER:	4.7%	3.7%	17.0%
URBAN POPULATION:	73.9%	63.8%	90.8%
BIRTH RATE PER 1000 POPULATION:	16.4	24.1	14.6
LIFE EXPECTANCY, FEMALE:	73 years	72 years	78 years

Handout: Korea Data Tables

	SOUTH KOREA	NORTH KOREA	FLORIDA
I. AREA			
TOTAL AREA:	38,023 sq. miles	46,541 sq. miles	58,664 sq. miles
LAND AREA:	37,911 sq. miles	46,491 sq. miles	54,153 sq. miles
WATER AREA:	NA	NA	4,511 sq. miles
II. CLIMATE/PHYSICAL FEATURES			
GENERAL DESCRIPTION:	Continental temperate with monsoonal rains in the summer and cold dry winters	Continental temperate with hot humid summers and cold dry winters	Varies from temperate to tropical with high humidity and heavy rains in the summer
AVERAGE TEMPERATURE			
WINTER	21 degrees (F)	21 degrees (F)	62.6 degrees (F)
SUMMER	77 degrees (F)	77 degrees (F)	81.5 degrees (F)
TERRAIN:	Mostly hills and mountains with wide coastal plains in west and south	Mostly hills and mountains separated by deep, narrow valleys with wide coastal plains in west	Mostly flat coastal plains with gentle low hills in the north central area with 4,51 sq. miles of water area
III. AGRICULTURE/LAND USE			
LAND IN AGRICULTURE:	22.4%	17.0%	32.3%
ARABLE LAND:	21.0%	18.0%	22.4%
MEADOWS & PASTURES:	1.0%	>1%	9.3%
FOREST & WOODLAND:	67.0%	74.0%	31.3%
IV. NATURAL RESOURCES			
	coal, lead	coal, graphite	petroleum
	tungsten	tungsten, lead	phosphate
	graphite	hydropower, pyrites	stone
	hydropower	magnesite, fluorspar	
	molybdenum	salt, zinc, copper	
		iron ore, gold	
V. ECONOMY			
GROSS NATIONAL PRODUCT			
TOTAL:	$273,000,000,000	$23,300,000,000	$177,729,000,000
AGRICULTURAL:	$21,840,000,000	$5,825,000,000	$4,432,000,000
GROSS DOMESTIC PRODUCT			
PER CAPITA:	$8,790	$960	$13,671
GROSS NATIONAL PRODUCT			
GROWTH RATE:	8%	-5%	NA
UNEMPLOYMENT RATE:	2%	0%	5%
PER CAPITA ELECTRICITY	2,460 KWH	1,650 KWH	9,546 KWH

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Handout: Korea Data Tables

	SOUTH KOREA	NORTH KOREA	FLORIDA
LIFE EXPECTANCY,			
MALE:	67 years	66 years	70 years
DEATH RATE PER			
1000 POPULATION:		5.8	10.6
MARRIAGE RATE PER			
1000 POPULATION:		7.3	11.1
DIVORCE RATE PER			
1000 POPULATION:		0.77	6.3
VII. HEALTH			
PHYSICIANS PER			
10,000 POPULATION:	8.6	23.8	20.3
PER CAPITA DAILY CALORIE CONSUMPTION			
TOTAL:	2,826	2,843	NA
ANIMAL:	374	215	NA
VEGETABLE:	2,452	2,627	NA
SUGAR CONSUMPTION:	18kg	5kg	NA
VIII. COMMUNICATIONS			
TELEVISION STATIONS:	57	11	52
AM RADIO STATIONS:	79	18	198
FM RADIO STATIONS:	46	0	168
TELEVISIONS PER			
1000 POPULATION:	200.4	86.9	207.3
RADIOS PER 1000			
POPULATION:	967.5	204.32	1003
TELEPHONES PER			
1000 POPULATION:	296	1.35	500
DAILY NEWSPAPERS:	39	15	46
REGISTERED AUTOMOBILES			
PER 1000 POPULATION:	35.2	11.16	715
IX. CRIME RATES (OFFENSES PER 100,000 PEOPLE)			
TOTAL:	2,637	NA	8,938
AGGRAVATED ASSAULTS	42.5	NA	653
RAPES	5	NA	50
MURDERS	1.5	NA	11

NOTE: It was not possible to have all information in the Korea Data Tables matched exactly for specific chronologial periods due to the variety of souces used and the difficulty of gathering data on North Korea. In those cases where there was a difference in the reporting period, it does not appear to make a significan difference in terms of the profiel/pattern use for which the data are intended.

LEARNING ABOUT KOREA

GRADE LEVEL: 7-12 **AUTHOR:** Charles Holt

SUBJECT: Social Studies

TIME REQUIRED: One class period

OBJECTIVES:
As a result of this lesson, students will:

1. understand how Korea's present geographic reality will be a factor in determining Korea's future.
2. use several quotes from Korean scholars to compare and contrast various viewpoints concerning Korea's future.
3. use critical thinking to arrive at some conclusions about Korea's future.

MATERIALS REQUIRED:

A blank map of Korea and its neighbors, and a blank map of the world.
Atlas of the world.
Map of Korea.
Brief quiz provided.
A handout containing the quotes provided.

BACKGROUND:

South Korea in 1995 is an important regional power. Its expanding economy has transformed it into a major industrial power. Korea now exports many products to the United States, including automobiles, electronic products, and steel. It is possible that South Korea might become an even more important economic power in the 21st century. Yet, unlike the United States, South Korea exists within external parameters over which the Koreans have no control. The purpose of this lesson is to explore Korea's future.

PROCEDURE:

1. Begin class by giving students the brief quiz below. This may serve as a guide for the teacher as to the present knowledge of Korea among the class.
2. Once students have finished the quiz (5-10 minutes), have them exchange papers. Discuss the answers with the students and ask each student to mark the incorrect answers.
3. Have the students give back the quizzes and allow time for any answers to be clarified.
4. Divide the class into groups of four. Inform the class that they are going to be examining a series of quotes from important figures in Korean society. Each quote contains a series of questions regarding the future of Korea.
5. Have one student in each group read the quote aloud, and then have students as a group decide on the answers to the questions provided.

6. After this activity has been finished, reconvene as a whole group. Discuss the groups' answers to the various questions. Based on these quotes, what conclusions can be drawn concerning Korea's future?
7. The next exercise involves analyzing charts. Divide the class into pairs and distribute the middle and high school class scope and sequence handouts.
8. Have the groups examine the charts and answer the two questions at the bottom of the page.

Quiz on Korea

1. Korea is
   a. a peninsula
   b. an island
   c. an archipelago
   d. land locked

2. Korea is divided at the _____ parallel.
   a. 17th
   b. 22nd
   c. 38th
   d. 45th

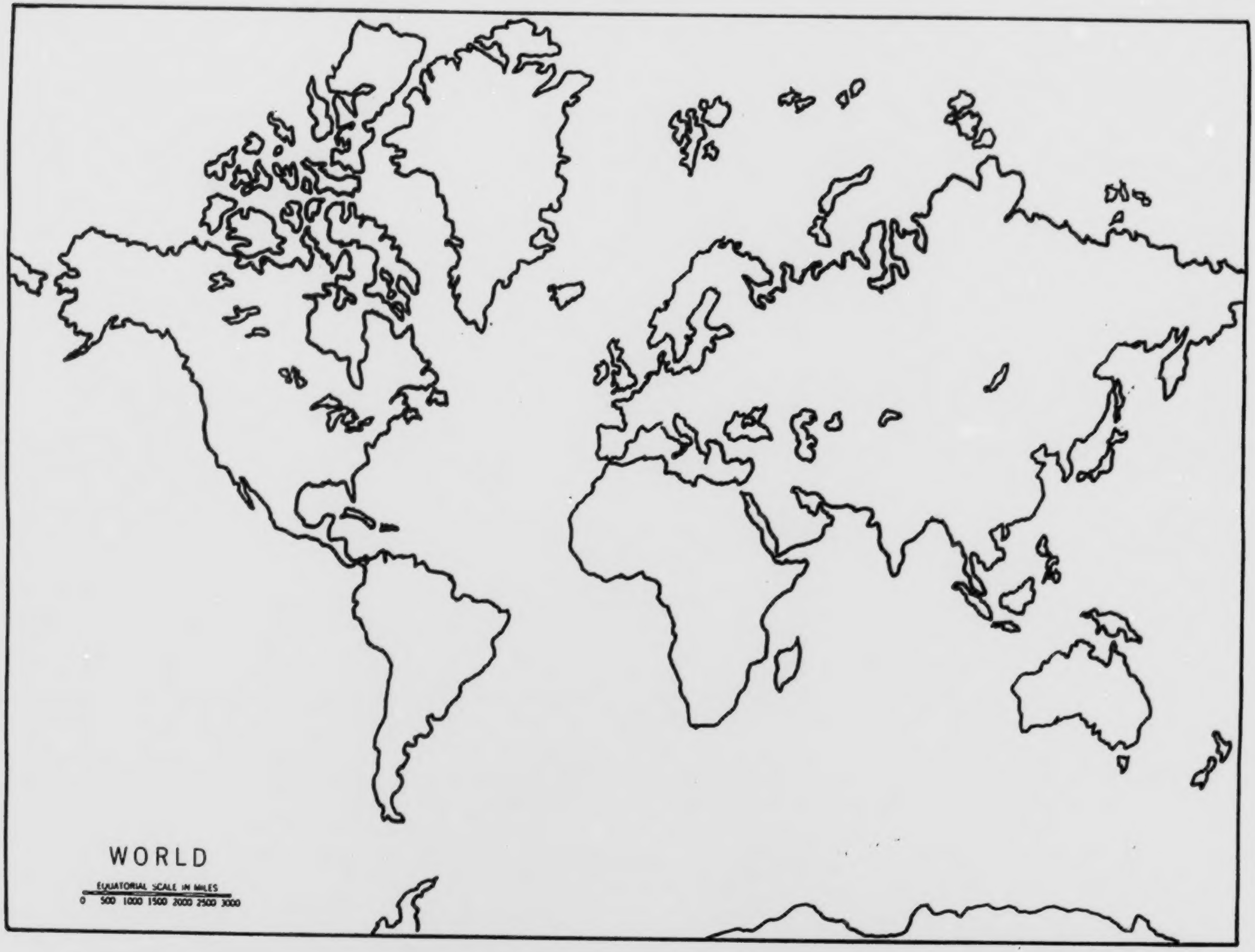
3. Korea borders with what two Asian countries?
   a. Japan and China
   b. China and Russia
   c. China and Mongolia
   d. Russia and Japan

4. The sea located between Korea and China is...
   a. the Sea of Japan
   b. the Mediterranean Sea
   c. the Yellow Sea
   d. the Pacific Ocean

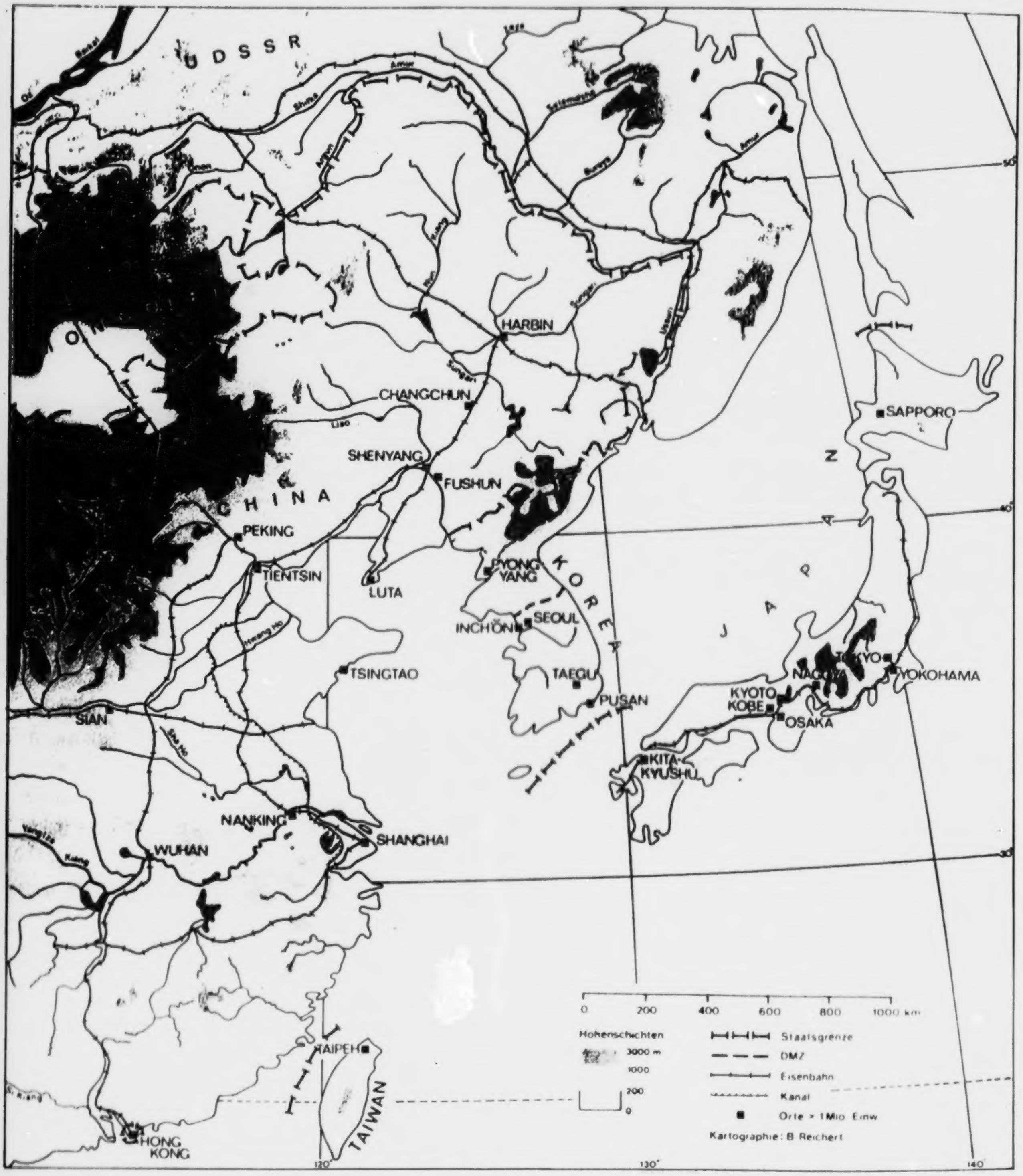
5. The capital of South Korea is
   a. P'yongang
   b. Seoul
   c. Pusan
   d. Beijing

6. The area of South Korea is about the same as...
   a. Minnesota
   b. Rhode Island
   c. Texas
   d. California

WORLD


WORLD
EQUATORIAL SCALE IN MILES
0 500 1000 1500 2000 2500 3000

Korea and its Neighbors



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VIEWS ON KOREA'S FUTURE

A. Chang-Yoon Choi, President, The Korea Foundation. Speech entitled, "Korea's vision for the 21st Century," June 28, 1995.

> We could, of course, reach a stumbling block in our progress. Historically, very few underdeveloped or developing countries have become advanced societies. Japan is, perhaps, one example, of a nation that has become an industrialized nation during the 20th century. By the early 20th century, Japan had already achieved industrialization and modernization which served as a foundation for it to emerge as a newly advanced nation by the mid-20th century . . .

Question: If Korea is to become an advanced society, what is necessary?

B. Chang-Yoon Choi, President, The Korea Foundation. Speech entitled, "Korea's vision for the 21st Century," June 28, 1995.

> Northeast Asia where Korea is located is a very dynamic region in the world economy. In this region, Japan continues to hold the lead in both financial clout and technological capability. China will probably emerge as the most powerful economic giant early in the 21st century on the basis of its abundant source of labor and its potential for achievements in science.
>
> Although Russia is experiencing some difficulty as it goes through structural transformation, once its market-based economy settles into place, with its wealth and natural resources and technologies, it can also become a world power once again.
>
> One could plausibly imagine, of course, that Korea, surrounded by such world powers, might become subjected to foreign influences again through only a slight misjudgment. But Korea must take as much advantage as possible of its geographical proximity to, and cultural affinity with, those nations which have large markets and superior technologies.

Question 1: In comparison to Japan and China, what is the geographical reality Korea must face?

Question 2: Is this an optimistic or a pessimistic outlook for Korea? Why?

C. Chang-Yoon Choi, President, The Korea Foundation. Speech entitled, "Korea's vision for the 21st Century," June 28, 1995.

> Korea is competing against Japan for the opportunity to host the 2002 World Cup, a competition which will continue until June of next year when the host country will be decided upon. Up to this time, Korea has reached the finals competition of the World Cup four times, while Japan has never advanced beyond regional play. There has never been an instance to date in which a country which has not reached the finals competition of the World Cup has hosted the event.

Question 1: What sport holds the World Cup?

Question 2: What do you think about the reason given why Korea should be selected to host the 2002 World Cup?

D. Lee Min-ho, Assistant Professor, Speech entitled, "People and Culture: Informal Essay, 1995," June 28, 1995

> Through the 4300 years of Korean history, Korea has been invaded over 950 times. But the most devastating and terrible was the recent occupation by the Japanese. Through studying the Korean reaction to this persecution, I discovered many secrets of the Korean character. It seems to me that the history of Korea has been one of continuous fight for survival. During this fight, the heart of the Korean people developed, but not only this, their determination developed as well.
>
> The Japanese tried to destroy everything that was symbolic of the Korean cultural identity. They burned the temples, forbade the use of the Korean language, destroyed the land and even rewrote history books. Koreans in effect became a people without a nation. There are some horrendous stories about what the Japanese did to the Koreans during their fight for independence. Even though they tried, however, they could not destroy the Korean spirit. Through all these hardships Korea became a nation centered on love and sacrifice.

Question: Have the Koreans been vulnerable to invasion? How have they maintained their own culture?

E. Lee Min-ho, Assistant Professor, Speech entitled, "People and Culture: Informal Essay, 1995," June 28, 1995.

> In Korea, age is important. Different attitudes and honorific forms of speech are employed according to whom you are speaking. There is little concept of equality among Koreans. A person whose age is greater than you should be addressed in polite forms. It is almost impossible to carry on a conversation in Korean without taking age into consideration. . .

Question 1: Should age be this important?

Question 2: What impact will this have on Korea as it tries to become an advanced nation?

Question 3: Do you think promotion in Korea is based on merit or seniority? Why?

F. Kiyong Lee, Professor of Linguistics, Korea University, Speech entitled, "Hangul and Understanding Korean, " June 28, 1995.

> Hangul, the writing system of Korean, was invented in the mid-15th century. In one respect, Hangul may be viewed as a syllabic system like the Japanese Kana; in another as an alphabetic system like that of most Western languages. . . .
>
> For most applications, Hangul characters may be viewed holistically as syllable units by default. For purposes of automatic text processing and word-form recognition, however, each syllable should be analyzed as consisting of consonants and vowels. The question is how these two different ways of analyzing Hangul characters should best be coded.

Question: Is the Korean language an advantage or disadvantage while Korea becomes increasingly computerized economically?

G. Seung-Hwan Lee, Assistant Professor of Philosophy, Korea University, Speech entitled, "Traditional Korean Moral Culture," July 1, 1995.

> Contemporary Korean society exhibits a rather complicated amalgam of traditional and modern morality. Traditional morality which has been originated from Korean-Confucian moral culture can be summed up in several communitarian moral ideals; self-cultivation, virtues, common good, and a strong sense of community. And the elements of modern morality which is supported by the Constitutional Law of Korea, which apparently expresses the values of Western liberalism, and which was influenced by the modern West, can be summarized in terms of autonomy, rights, and individual liberty.
>
> According to various circumstances and situations, one mode of morality is preferred to another without a clear-cut set of rules. Some people feel anguish when they observe the unprincipled youngsters (who are usually called orange race in Korean colloquial expression) who spend three million won on a night to enjoy with a first-met heterosexual partner.

Question: Does traditional Korean culture make it easier or harder for Korea to become an advanced country in the 21st century?

H. Seung-Hwan Lee, Assistant Professor of Philosophy, Korea University, Speech entitled, "Traditional Korean Moral Culture," July 1, 1995.

> Traditional Korean morality is quite different from contemporary liberal morality. Major differences can be best shown when it is viewed in terms of rights. Korean-Confucian understanding of rights is remarkably different from the liberal view both in its scope and content. In Korean-Confucianism there was no conception of rights that are held equally by all individuals apart from their social roles and relations as exemplified in the natural rights tradition of the modern West. While in the modern West most civil and political rights are thought to be held equally by all individuals apart from their social roles and relations, in traditional Korea society rights were allocated differently according to one's social roles and status in a hierarchically woven relational nexus.

Question: Which morality do you like better? Why? Which morality will become dominant in 21st century Korea?

I. Sung Chul Yang, Professor, The Graduate Institute of Peace Studies, Kyung Hee University, Speech entitled, "A Reunified Korea: Problems and Pitfalls," July 4, 1995.

> With the conspicuous exception of Korea, all the once divided nations are now reunited or reunified one way or the other. The divisions have ended in Vietnam by the North through a prolonged war, Germany by the West through a gradual peaceful process, and Yemen, first by a loose agreement between the two sides but eventually by the North through a brief civil war. . .
>
> Having witnessed the successful reunification of all the once divided countries except for Korea, the Korean people and policy-makers in both halves can or may have two familiar and yet contrasting reactions and/or sentiments. One reaction or sentiment would be a severe self-criticism and/or a sense of collective guilt over our inability to remove the barriers of reunification. The other response would be to redouble our efforts to minimize both human and material costs or reunification from the experiences of these countries, that is, to maximize the advantages of our being a late comer.

Question: Which response should the Koreans follow? What advantages are there to being a latecomer?

40

Middle School Curriculum

Classification	1st Year (7th Grade)	2nd Year (8th Grade)	3rd Year (9th Grade) Moral
Education	68(2)	68(2)	68(2)
Korean Language	136(4)	170(5)	170(5)
Korean History	--	68(2)	68(2)
Social Studies	102(3)	68-102(2-3)	68-102(2-3)
Mathematics	136(4)	102-136(3-4)	136-170(4-5)
Science	136(4)	102-136(3-4)	136-170(4-5)
Physical Education	102(3)	102(3)	102(3)
Music	68(2)	68(2)	14-68(1-2)
Fine Arts	68(2)	68(2)	34-68(1-2)
Classical Chinese	34(1)	34-68(1-2)	34-68(1-2)
English	136(4)	102-170(3-5)	102-170(3-5)
Vocational Skills (Boys) Home Economics (Girls)	Se 1 102(3)	Se 1 136-204(4-6)	
Agriculture, Technical Commerce, Fisheries Housekeeping			Se 1 136-204(4-6)
Elective	0-68(0-2)	0-68(0-2)	0-68(0-2)
Extracurricular Activities	68(2)	68(2)	68(2)
Grand Total	1156-1224	1156-1224	1156-1224

*The hours shown on this table represent the minimum school hours allotted for 34 weeks per year.

* Figures in the parentheses are hours taught per week.

*Elective is principal's optional subjects.

*One teaching hour in this table represents 45 minutes

*Se:Select

General (Academic) High School Curriculum

General Curriculum*

Classification	Subjects	Subject Units	Humanities	Science	Vocational
		10th	11th-12th	11th-12th	11th-12th
Moral Education	Moral Education	6			
Korean	Korean	10			
	Literature		8	8	4
	Composition		6	4	
	Grammar		4		
Korean History	Korean History		6		
Social Studies	Political	6			
	Geography	4			
	World History		4	4	
	Culture	4			4
	World		4		
Mathematics	Mathematics (1)	8	10	10	6
	Mathematics (2)			18	
Science	Science (1-2)	10	8		
	Physics			8	
	Chemistry			8	4
	Biology		6	Se	
	Earth Science			6	1
Physical	Physical	6	8	8	4
Military Training	Military Training	12			
Music	Music	4	2		
Fine Arts	Fine Arts	4			
Classical	Classical	8	4	4	
Foreign Language	English	8	12	12	8
Foreign Language	German French Spanish Chinese Japanese		Se 1, 10	Se 1, 10	6
Industrial Arts (Boys) & Home Economics	Agriculture Technology Commerce		Se1,8	Se1,8	
Elective			2	2	2
Extracurricular		12			

(Students Must Select 1 of the 3 Following Majors in the 11th grade: Humanities, Science, or Vocational) *(1) means required subjects. *(2) means the elective subjects by course and program. * 1 unit a period of 50 minutes per week during one term (17 weeks). One week equals 5 1/2 days. * Technical curriculum in Vocational Major is selected from 50 to 100 units * Se : Select

Question 1: What subjects in the Korean middle and or secondary school are different from the United States?

Question 2: Are Korean or American students better educated for the 21st century?

PART THREE

HISTORY (YŎKSA)

KYONGJU - CAPITAL OF ANCIENT KOREA

GRADE LEVEL: Middle School **AUTHOR:** Sharon Goralewski

SUBJECT: Korean Geography and History

TIME REQUIRED: One week.

OBJECTIVES:
As a result of this lesson, students will:

1. read about and discuss the history of Korea in relation to the ancient capital city of Kyongju.
2. use various maps of the world and Korea to identify places related to this unit.
3. identify some of the physical and human characteristics of Kyongju.
4. draw pictures and write about some of the famous historical sites found in the ancient capital of Kyongju.
5. use history and geography to interpret the contemporary life in Kyongju and relate it to their own town or city.

MATERIALS REQUIRED:

Copies of the August 1988 National Geographic article "Kyongju, Where Korea Began," at least one for every two or three students if possible.

Maps, including a world map, a map of Korea, and a map of Kyongju. (Be sure to explain to students the significance of the swastika symbol on the maps and in the Korean culture.)

Travel books and brochures about Korea. These are available from your local bookstore and the Korean National Tourism Corporation. Call KNTC Offices at:

Los Angeles	(213) 382-3435
New York	(201) 585-0909
Chicago	(312) 819-2560/2
Toronto	(416) 348-9056/7

BACKGROUND INFORMATION:

Few cities in the world rival Kyongju for its historical importance, and fewer still have preserved so much of its fabled past. For nearly one thousand years, roughly from the reign of Julius Caesar to that of Erik the Red, Kyongju served as the capital of the Silla Dynasty. During the Silla period, its population was well over one million people and it was one of the most powerful cities in the ancient Orient. Kyongju's wealth of cultural, historical, and religious treasures from that era have led it to be called the "Museum without Walls."[1]

The Silla Dynasty was originally one of Korea's Three Kingdoms. It covered the southeastern part of the Korean peninsula. Through some clever political dealings and subsequent military support from the Tang Dynasty of China, the Silla rulers defeated the other two rival kingdoms to bring the entire peninsula under one government for the first time in 676 A.D.

Today, Kyongju is a provincial city with one-tenth of its former population. Although no longer a major political or economic power, Kyongju's former glory makes it a popular tourist center. In fact, what Kyoto is to Japan, Kyongju is to Korea. From the innumerable list of attractions, some of the most famous include the following:

1) The Kyongju National Museum, with its legendary Emille Bell,
2) Tumuli Park and a chance to visit inside the Heavenly Horse Tomb,
3) The 7th century observatory called Chomsongdae,
4) Pulguksa Temple with its famous pagodas, and
5) The granite Buddhist masterpiece at the Sokkuram Grotto.

[1] Silla is pronounced "shi-la"

[2] "Korea: Land of the Kind Faces". The Wall Street Journal. Friday, June 23, 1995.

PROCEDURES:

1. Begin by recounting some of the interesting sights that the teacher has either seen or read about concerning Kyongju.
2. Read excerpts, or have students read, from the article "Kyongju, Where Korea Began," drawing attention to the photographs. Discuss the history of this city with the students, focusing on what they think is unusual or interesting, considering both the text and the pictures.
3. Have students complete the mapping activities, using the four maps that follow.
4. Using the map, "Korea in the World," students will locate Korea and the United States. They will work with distance and air routes along with the International Date Line.
5. On the map, "Korea's Neighbors," students will label all surrounding countries and water bodies.
6. Using the map "North and South Korea," students will locate and label major cities in North Korea and South Korea. They will draw in and label the major rivers and mountains.
7. On the map of "Kyongju," along with other information about the famous historical sites found there, students will choose at least four of these sites and trace a route around the city that they could use to tour their choices.
8. Students will design "postcards" of the sites which they chose to visit. These information cards can then be "sent" to other students for them to read and evaluate.

9. Students will discuss what it would be like to live in modern day Kyongju. They will relate this to their own town or city. They will then tell what they would recommend for a tourist to visit in and around their own city or town.

EVALUATION:

Students will be assessed based on the quality of their map work. Their peers will also fill out the evaluation forms provided in order to rate the quality of the postcards. Teachers also may choose to assess student participation in discussion.

ENRICHMENT:

Tombs:

One of the most fascinating sites of Kyongju are the many tombs which can be found in and around the city. These burial mounds resemble miniature mountains. Have the students research Korean burial beliefs and customs. They could then compare and contrast this information to that gathered about the ancient Egyptians, various Native American tribes, and other ancient cultures which might be studied. This could also be done through posters.

City Tour:

After taking a map tour of Kyongju, the students could design a tour of their area. They could produce a map and a brochure for others to use when visiting there.

Debate:

Have the students form groups and debate the issue of whether or not archaeologists should excavate tombs. What are the problems involved? What are the positive reasons for doing this?

RESOURCES:

1. Newman, Cathy. "Kyongju, Where Korea Began". National Geographic. August, 1988, 258-68.

2. Integrating Korean and Korean-American Experiences into the Curriculum. 1995. Available from:

   Summer Institute for Korean Studies
   School of Education
   California State University, Northridge
   18111 Nordhoff St.
   Northridge, CA 91330-8265
   (818) 885-2500/(818) 885-2582 (Fax)

3. Letters from South Korea. 1988. Available from:

   Judith A. Billings
   Superintendent of Public Instruction
   Old Capitol Building
   FG-11
   Olympia, WA 98504-3211

4. Teaching About Korea: Elementary and Secondary Activities. 1986. Available from:

   Social Science Education Consortium, Inc.
   855 Broadway
   Boulder, CO 80302
   (It is also entered in ERIC, 1986)

5. Teaching About Korea: Lessons for Students in Grades 4-12. 1992. Available from:

   Korean Studies Council International
   P.O. Box 312
   Hartsdale, NY 10530

6. Tourist Office (a good source of maps and brochures.)

   205 North Michigan Avenue
   Suite 2212
   Chicago, IL 60601
   (312) 819-2560/2
   (See page 3 for other phone numbers in other cities)

7. Nilsen, Robert. South Korea Handbook. Moon Publications. 1988.

8. Images of Korea (Video, 17 min.) Available from:
The Korea Society
950 Third Avenue
8th Floor
New York, NY 10022

MAP ASSIGNMENTS

A. Korea in the World

Students should:

1. Color Korea red.
2. Color the United States green.
3. Draw a black star where they live. Make a key for their map and add this symbol to it.
4. Draw a black dot where Seoul, Korea is located. Add this information to the key.
5. Draw a black dotted line which would show the most direct route to travel by air from their hometown to Seoul Korea. Add this to the key. Discuss the big circle route, using a globe and a string.
6. Using a world atlas or any map with a scale, estimate how many miles long this trip would be and how long it would take to fly to Korea.
7. Using a blue pen or pencil, draw in the International Date Line. Add this to the key. Write today's date on your side of the line. Write in what date it is in Korea.

B. Korea's Neighbors

Students should:

1. Label the following countries:
    a. South Korea
    b. North Korea
    c. China
    d. Russia
    e. Japan
    f. Taiwan

   Color each a different color, saving blue for the water.

2. Using blue label the following waters:
    a. Sea of Japan
    b. East China Sea
    c. Yellow Sea
    d. Philippine Sea
    e. Korea Strait

C. North Korea and South Korea

Students should:

1. Draw in the border line between North and South Korea. Make the line distinctive either with color or design. Make a key for the map and add the line to the key.
2. Label the two countries with their full names:
   "Democratic Peoples Republic of Korea" (North Korea)
   "Republic of Korea" (South Korea)
3. Draw and color the flag of each of the two countries near their name. On the back of the paper, evaluate the colors and the symbols in the flags.
4. Locate and label the following cities in North Korea:
   a. Pyongyang (capital)
   b. Wonsan
   c. Manpo
5. Locate and label the following cities in South Korea:
   a. Seoul (capital)
   b. Inchon
   c. Pusan
   d. Taegu
   e. Kyongju
6. Using a blue pen or pencil, draw in and add to the key:
   a. the Han River
   b. the Yalu River
7. Using a brown pen or pencil, draw in and add to the key:
   a. the Taebaeksan Mountains
   b. the Hamgyonsan Mountains

D. Kyongju

Using the city map of Kyongju, have students choose at least four sites that they would like to visit. Have them circle them on their maps. Be sure to explain that the symbol for the swastika is a symbol of goodness in the Buddhist culture and is used to show a temple on this map and on many maps of Korea. This could be a good time for a general discussion of symbols and their meanings.

Sites from which to chose could include:

Pulguksa Temple
Chomsongdae Observatory
Mt. Namsan
Kyongju National Museum
Orung Tomb
Kyongju Folk Arts and Crafts Village

Sokkuram Grotto
Tumuli Park (tombs)
Pomun Lake Resort
Anapchi
Punhwangsa Temple

Postcard Assessment Form

For each "postcard" that you receive, complete an evaluation page. Return it with the card attached to your teacher.

YOUR NAME ____________________ NAME OF SENDER ____________________

Directions: Use a highlighter to mark up to the spot (on the Quality Continuum) you think the postcard has achieved for that criteria.

Quality Continuum

1. Content: research, information

FAIR________GOOD________VERY GOOD________EXCELLENT________

2. Clarity and organization: easy to understand

FAIR________GOOD________VERY GOOD________EXCELLENT________

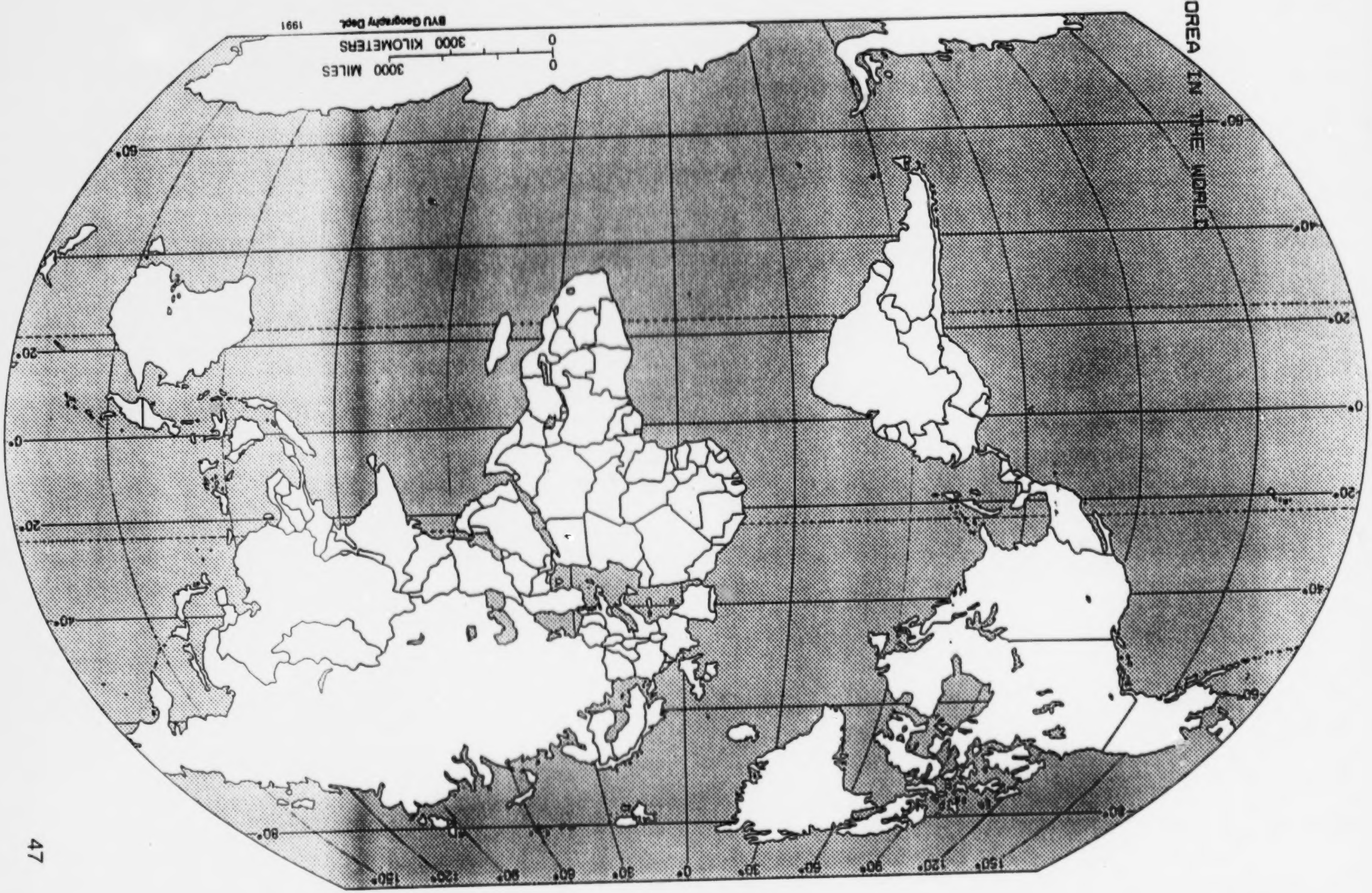
3. Creativity: interesting and colorful

FAIR________GOOD________VERY GOOD________EXCELLENT________

4. I was most impressed by:

5. One suggestion I have is:

51


KOREA IN THE WORLD

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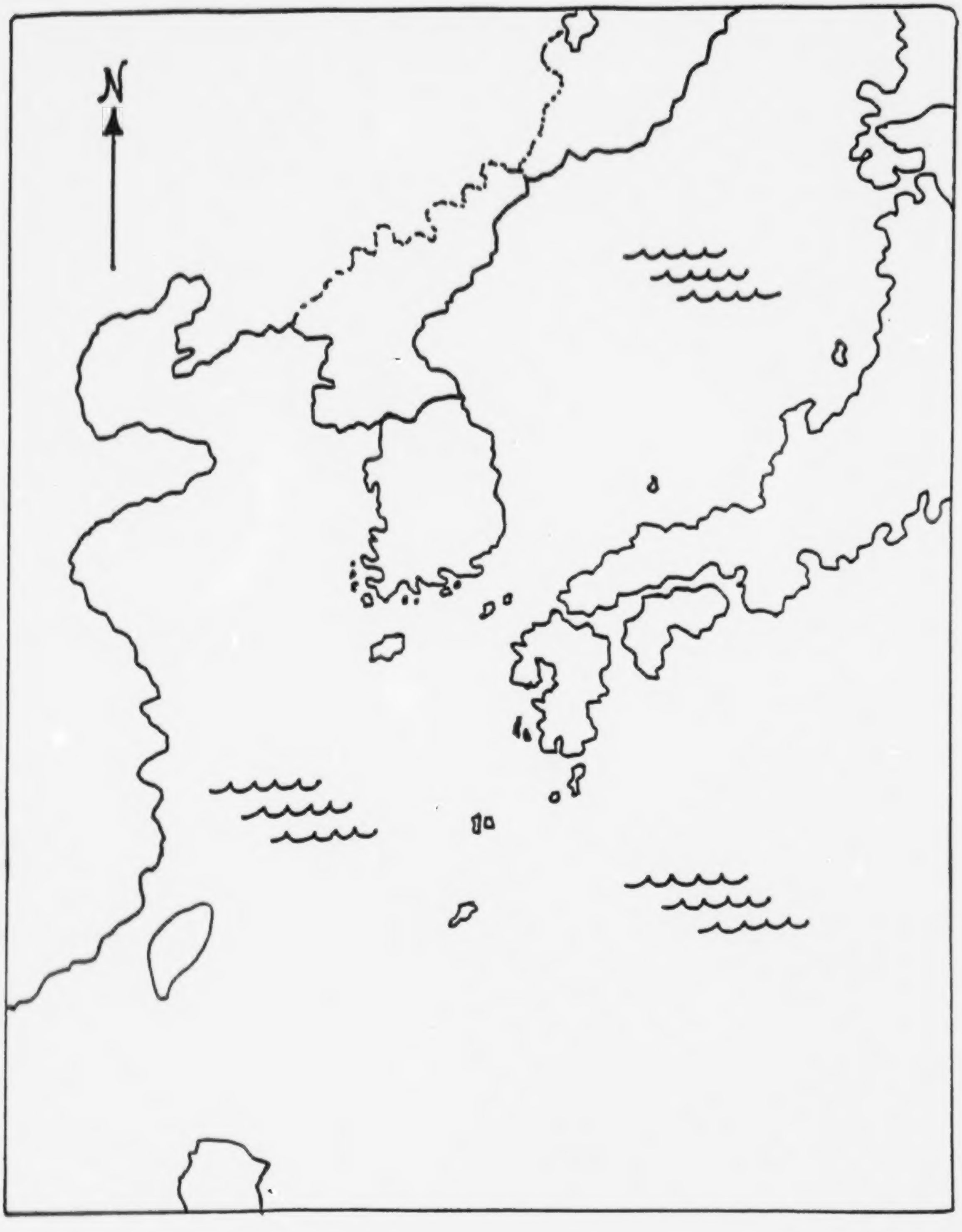
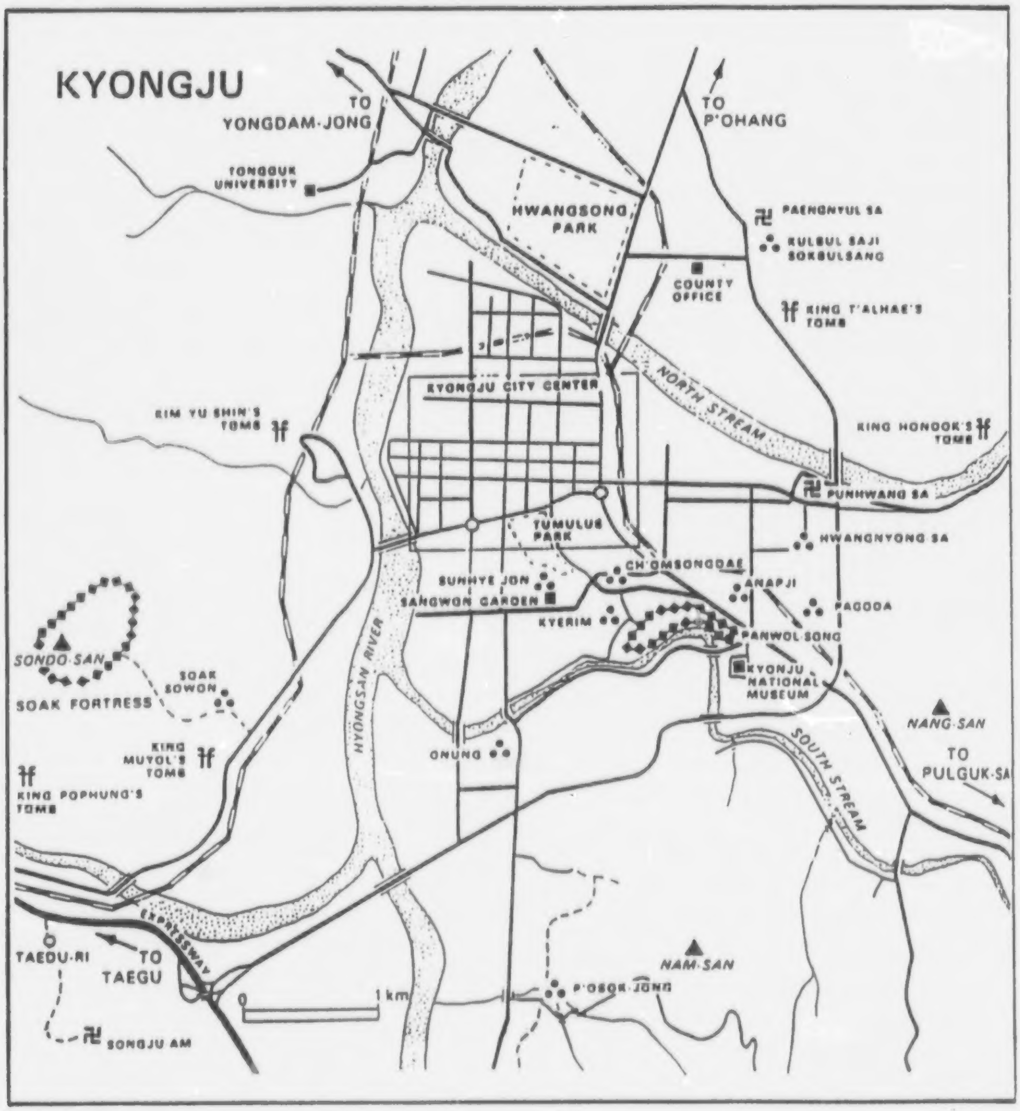
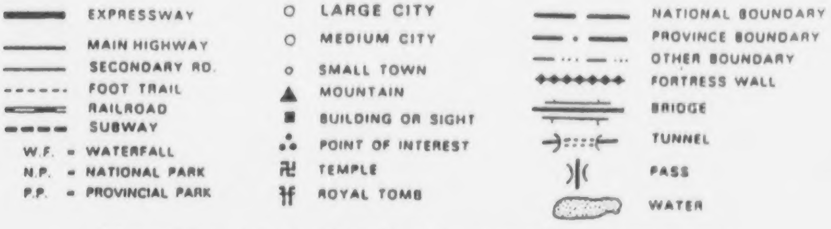
KOREA'S NEIGHBORS



NORTH KOREA AND SOUTH KOREA



MAP SYMBOLS



All maps are oriented with north at the top unless otherwise noted

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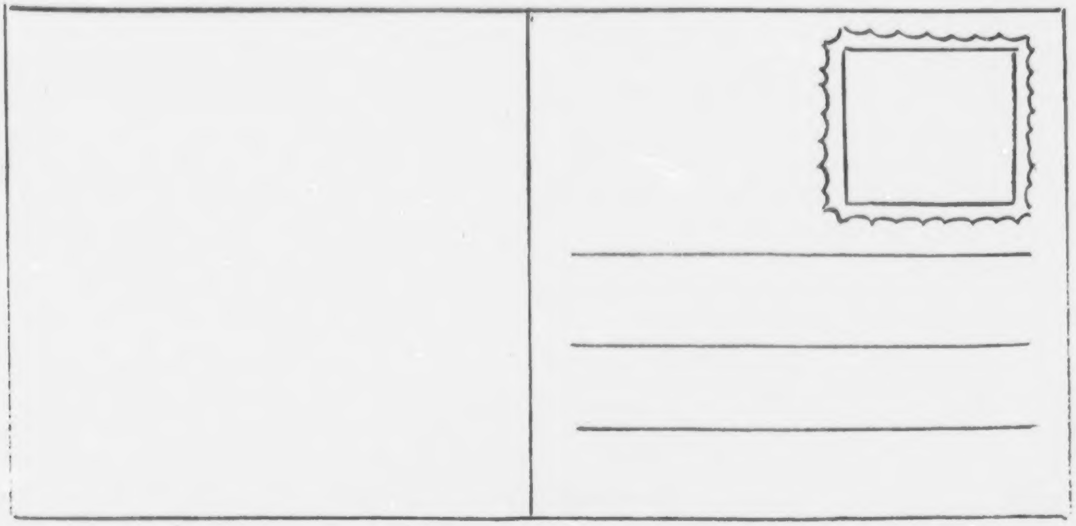
CREATE A PICTURE POSTCARD

Imagine that you have been able to travel around Kyongju and visit the historical sites that you chose from the map of that city. Now create a set of picture postcards to send to a friend, describing those places. Your teacher will tell you to whom they should be addressed.

Draw a picture of the historic site here.

Describe the site.

Write the address.



TEACHING ABOUT THE KOREAN WAR WITH DOCUMENTS

GRADE LEVEL: 8 **AUTHOR:** Beth Haverkamp

SUBJECTS: Social Studies, Language Arts

TIME REQUIRED: Two class periods

OBJECTIVES:
As a result of this lesson, students will:

1. analyze and interpret various documents.
2. locate Korea on a map, identify the 38th parallel, and know the dates of the Korean War.
3. listen to selections of Chaim Potok's novel I am the Clay read by teacher.
4. choose to write an essay or poem assuming the perspective of a Korean during the war or a contemporary Korean living in a country divided.
5. develop an understanding of the ramifications of the war for the Korean people.
6. orally summarize the significance of their document.

MATERIALS REQUIRED:

National Archives Documents
Document Analysis Worksheets
Several background sources including textbooks
Classroom copy of Potok's I am the Clay
Map of Korea

BACKGROUND:

Between 1910 and 1945 Korea suffered under Japanese colonial rule. In August 1945, after the Allies' victory over Japan, Americans hastily and arbitrarily divided the protectorate of Korea with the Soviets at the 38th parallel. Americans anticipated that free elections in 1948 would unify and democratize Korea. The Soviet plan was very different, however. Soviet controlled North Korea impeded the national elections and installed its own communist government. By 1950 the civil tensions between North and South Korea exploded. In June, The Soviet backed North Korean army invaded South Korea, flooding over the 38th parallel.

U.S. History textbooks generally provide very limited coverage of the Korean War. Even more disturbing is the absence of accurate cultural and historical background about the Korean people. While the documents provided were created by or for the U.S. Government several reveal the human side and enduring effects of this conflict. These materials and activities are meant to supplement the textbook, not replace it. If you traditionally spend one week on the Korean War, this material should be appropriate for one or two class periods, preferably subsequent to initial content coverage.

PROCEDURES:

Period One

1. Divide class into groups for a jigsaw activity. Distribute a copy of the same document to all members in each group along with the appropriate document analysis worksheet. Explain to students the task of becoming "experts" in their group's particular documents using the worksheet, and supplementary resources (including you, of course). Summarize the significant details and answer questions that arise from the document.
2. After 10 minutes count-off students to redistribute them into new groups with one "expert" on each document represented in each new group. Each student should report on the significance citing specific details of their particular document for two minutes. Keep a map handy so students can identify locations and terrain. (Extra students can serve as time keepers, evaluators, researchers, or other important roles.)
3. For the last ten minutes of class, read selected passages from I am the Clay to your students.

Period Two

1. Review with students the learning process from the previous day. What types of concrete images of the Korean War and its aftermath do they have? On the chalkboard list ideas students generate. Ask students to write in class for fifteen minutes assuming the persona of an adolescent during the Korean War, or a young person today living in a divided Korea. After fifteen minutes ask students to review their work in pairs. Each peer reviewer should identify the strongest points of the other's writing.

EVALUATION:

For homework, assign students to write a more formal paragraph poem or essay (depending on your writing objectives) for a grade drawing their best ideas from this draft.

ENRICHMENT:

1. Display exemplary essays on a bulletin board, or select several to read aloud.
2. At the end of the unit, invite a Korean War veteran to your classroom to be interviewed by students. Require students to prepare open-ended questions in advance and to submit them to you for approval. You may want to videotape this activity with the permission of your visitor. Contact the local VFW for suggested individuals. Remember to incorporate this experience into an evaluation, even if only to ask about what was the most interesting thing they learned from the interview.

CITATIONS FOR DOCUMENTS:

1. Teletype of Truman's authorization of military intervention in Korea, June 27, 1950. (RG 218 - Joint Chiefs of Staff) National Archives.

2. Photo of General MacArthur inspecting Korean Troops, February 21, 1951. (RG 306-U.S. Information Agency) National Archives.

3. Photo of war damage in residential area of Seoul. October 18, 1950. (RG 111-Chief Signal Officer) National Archives.

4. Photo of children refugees in Korea, June 9, 1951. (RG - Navy) National Archives.

5. Photo of signing of Korean Armistice in Pamunjom, July 23, 1953. (RG 80-Navy) National Archives.

6. Statement by President Eisenhower regarding Korean Armistice, July 16, 1953. (Eisenhower Presidential Library).

7. Legal waiver distributed to visitors of the DMZ. April, 1995. (contemporary Army material).

Introductory Exercise: Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE	OBJECTS	ACTIVITIES

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

____

____

____

Step 3. Questions

A. What questions does this photograph raise in your mind?

____

____

B. Where could you find answers to them?

____

____

Designed and developed by the staff of the
Education Branch, National Archives
Washington, DC 20408

Introductory Exercise: Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

__ Newspaper
__ Letter
__ Patent
__ Memorandum
__ Map
__ Telegram
__ Press release
__ Report
__ Advertisement
__ Congressional record
__ Census report
__ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (check one or more):

__ Interesting letterhead
__ Handwritten
__ Typed
__ Seals
__ Notations
__ "RECEIVED" stamp
__ Other

3. DATE(S) OF DOCUMENT: ______________________________

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: ______________

POSITION (TITLE): ______________________________

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? __________

____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. ______________________________
2. ______________________________
3. ______________________________

B. Why do you think this document was written?

____

____

C. What evidence in the document helps you to know why it was written? Quote from the document.

____

____

D. List two things the document tells you about life in the United States at the time it was written:

1. ______________________________
2. ______________________________

E. Write a question to the author that is left unanswered by the document:

____

____

Designed and developed by the staff of the
Education Branch, National Archives
Washington, DC 20408

All restrictions which have previosly prevented the full utiliza tion of the U.S. Far East Air Forces to support and assist the defense of the South Korean territory are lifted for operations below the 38th Parallel. All North Korean tanks, guns, military columns and other military targets south of the 38th Parallel are cleared for attack by U.S. Air Forces. The purpose is to clear South Korea of North Korean military forces. Similarly Naval Forces may be used without restriction in coastal waters and sea approaches of Korea south of 38th Parallel against forces engaged in aggression against South Korean. (End DA-1)

Washington: DA-2.

Imperative that you use every method available to you to advise Amb Muccio, Korean military leaders and Korean civilian officials of these decisions as they relate to Korea. (End DA-2)

Washington: DA-3.

What is your latest information summary of military situation in Korea? (End DA-3)

Tokyo: FEC Item 1.

Summary situation since 270145I last report CK 56812 Chief KMAG quotation N-Koreans have capability to take Seoul within 24 hr i.e Tuesday/Wednesday. S-K C/S takes attitude that the fall of Seoul is fall of South Korea. Latest info to 10 A.M. Tokyo time: Piecemeal entry into action North of Seoul by South Korean Third and Fifth Divisions has not succeeded in stopping the penetration recognized as the enemy main effort for the past 2 days with intent to seize the capital city of Seoul. Tanks entering suburbs of Seoul. Government transferred to south and communication with part of KMAG opened at Taegu.

South Korean units unable to resist determined northern offensive. South Korean casualties as an index to fighting have not shown adequate resistence capabilities or the will to fight and our estimate is that a complete collapse is possible. (End Item 1)

Washington: DA-4.

What means of communications do you have now with Korea? (End DA-4)

~~CLASSIFIED~~
~~TELETYPE~~
~~MESSAGE~~
CONFERENCE

~~TOP SECRET~~

DEPARTMENT OF THE ARMY
~~STAFF COMMUNICATIONS OFFICE~~
~~DEPARTMENT OF THE ARMY~~
STAFF COMMUNICATIONS OFFICE

~~TOP SECRET~~

From Kearney To 1		
	Adm Radford	
	Col. Watson	
	Capt. Anderson	
	Col. Hutchin	
	Cdr. Johnston	
	Mr. Kearney	
	Maj. Dwyer	
	Maj. Carson	
	Chief Nagle	

20 2117 Z
26 1917 local

~~TOP SECRET~~ PARAPHRASE NOT REQUIRED

NR: CA TT 3426

SUBJECT: Korean Situation

REFERENCE: CX-56812; CX-56802.

Conferees:

Washington (CSA)	Tokyo (CINCFE)
Sec Pace, SA	C/A Douglas MacArthur, CINCFE
Sec Finletter, SAF	Vice Adm C T Joy, COMNAVFE,
Sec McCone, USAF	Maj Gen E M Almond, C/S FEC
Gen Bradley, CJCS	Maj Gen C A Willoughby, G2 FEC
Gen Collins, CSA (mc)	Maj Gen G L Eberle, G4 FEC
Gen Vandenberg, CSUSAF	Maj Gen W A Beiderlinden, G1 FEC
Adm Sherman, CNO	Maj Gen D O Hickey, DEP C/S FEC
Gen Haislip, VISA CSA	Maj Gen A F Fox, DEP C/S SCAP
Gen Ridgway, DEP CSA	Maj Gen E E Partridge, ACTG CGFEAF
Gen Bolte, G3	Brig Gen E K Wright, G3 FEC
Gen Irwin, G2	Brig Gen G I Back, SIG O FEC
Mr Bond, STATE	Col L J Fortier, G2 FEC
	Lt Col J H Chiles, SGS FEC

Washington: DA-1

President has directed that instructions be issued as follows:

All restrictions on employment of FECOM Navy and Air Forces are removed. They will offer fullest possible support to South Korean forces so as to permit these forces to reform.

Purpose of above action is to support SK fofces in accordance with resolution of United Nations approved 25 June.

In addition 7th Fleet will take station so as to prevent invasion of Formosa and to insure that Formosa not be used as base of operations against Chinese mainland.

Detailed instructions reference Navy and Air Forces follow:

Title DA-1 of this message has been declassified, sanitized, and information furnished Sec/Defense. See SM-788-58 dtd 10-20-58

CCS 381 Korea (3-19-45) S. 21 (50)

DA TT 3426 (JUN 50)

J. C. S. FILE COPY

DECLASSIFIED BY: JCS DECLASSIFICATION BRANCH
DATE 25 April 1973

0-21-5

OCS FORM 375-4 REPLACES OCS FORM 375-4, 1 MAR 51 WHICH MAY BE USED DA SCO FORM 21, 15 DEC 48, WHICH MAY BE USED.
1 OCS FORM 322
1 JUL 49

Pa N1-9-54.

~~TOP SECRET~~

COPY NO. FC-1

NATIONAL ARCHIVES
The Truman Years
Document 26

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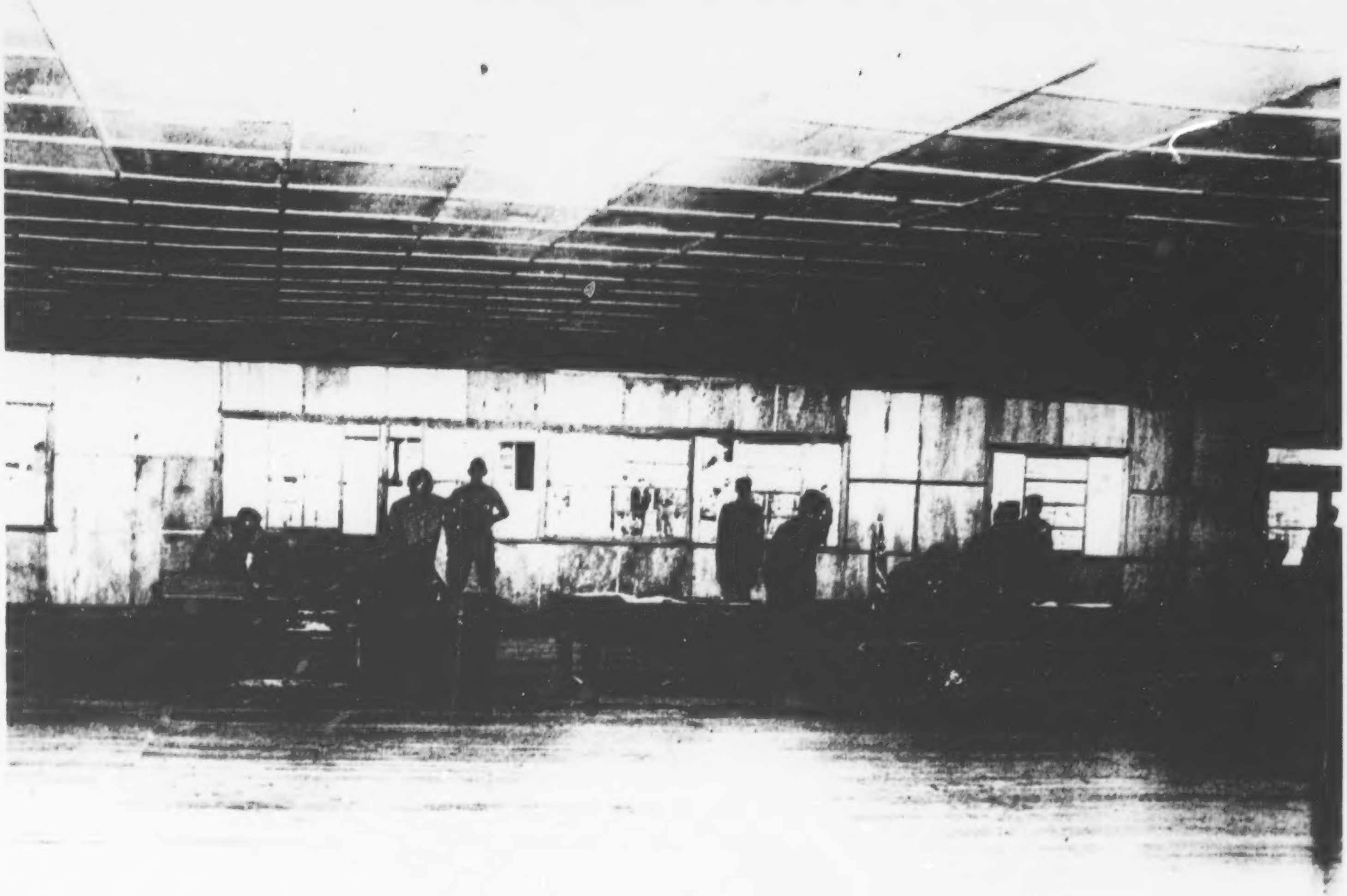

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REVISED DRAFT

STATEMENT BY THE PRESIDENT UPON KOREAN ARMISTICE

July [illegible] 1953

We have all welcomed the news that an armistice has brought to an end the fighting between the armies of the United Nations and the Communist forces in Korea.

All of us share certain thoughts at this moment.

We think -- first of all -- of our brave sons who gave their lives to bring this armistice with honor. Their sacrifice has proved again the valor of free men.

We think of other sons wearied by months of imprisonment behind enemy lines. The swift return of all of them will bring joy to many homes. It will also be welcome evidence of the good faith of those with whom we have signed this armistice.

We think, too, of the enemy prisoners in our hands. We have steadfastly sustained their right to choose their own future, to live in freedom if they wish.

We think of our allies -- the soldiers and sailors and airmen of seventeen nations who have stood beside us throughout these long, battle-scarred months. It is proper that we salute particularly the valorous armies of the Republic of Korea, for they have done even more than prove their title to freedom. Inspired with the fighting spirtt of President Syngman Rhee, they have given free peoples everywhere an example of courage and patriotism which again demonstrates that men of

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NATIONAL ARCHIVES
Years of Peace and Prosperity

the East and men of the West, united in a just cause, can fight side by side in fraternal gallantry.

We are thankful to God that all of us have been able, through this bitter struggle, to give proof of the power of the conscience of the free world. We have seen the United Nations meet the challenge of armed aggression -- not with words of pathetic protest, but with deeds of decisive purpose.

But one thought above all, at this moment, must discipline our emotions and steady our resolve. It is this: we have won an armistice on a single battlefield -- not peace in the world.

This means that for the coming months, during the period of prisoner screening and exchange -- which we hope will be brief -- and during the possibly longer period of the political conference which looks toward the unification of Korea, we and our United Nations allies must stand guard against the possibility of untoward developments.

We shall take every precaution to see that the United Nations and American military position in Korea is not impaired during the armistice period. For we know that manifest strength alone can guard the just and lasting peace we seek.

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VISITORS DECLARATION
(UNC REG 551-1)

VISITORS TO THE JOINT SECURITY AREA ARE REQUIRED TO READ AND SIGN THE FOLLOWING:

1. The visit to the Joint Security Area at Panmunjom will entail entry into a hostile area and possibility of injury or death as a direct result of enemy action. The Joint Security Area is a neutral but divided area guarded by United Nations Command military personnel on the one side (South), and Korean People's Army personnel on the other (North). Guests of the United Nations Command are not permitted to cross the Military Demarcation Line into the portion of the Joint Security Area under control of the Korean People's Army. Although incidents are not anticipated, the United Nations Command, the United States of America, and the Republic of Korea cannot guarantee the safety of visitors and may not be held accountable in the event of a hostile enemy act.

2. Visitors must comply with the following instructions:

a. UNC military personnel will wear appropriate military uniform prescribed by their service for off-duty wear. Other visitors will be dressed in appropriate civilian attire so as to maintain the dignity of the United Nations Command.

b. Prior to entering the Joint Security Area, each visitor (including military personnel) will receive a laminated guest badge which identifies him/her as an authorized guest of the United Nations Command. Guest badges must be worn on the upper left side of the outmost garment. Guest badges must be turned in prior to departure from Camp Bonifas.

c. Fraternization, including speaking or any association with personnel from the Korean People's Army/Chinese People's Volunteers (KPA/CPV) side, is strictly prohibited. Personnel from the KPA/CPV side are identified as follows:

(1) Military Personnel - Brown or olive drab North Korean uniforms with red arm bands for guards with weapons and yellow arm bands for Military Armistice Commission personnel.

(2) Press personnel - Green arm bands.

(3) Visitors - Green pieces of cloth at upper pocket.

d. Visitors will not point, make gestures, or expressions which could be used by the North Korean side as propaganda material against the United Nations Command.

e. Visitors will remain in a group from the beginning to the end of the tour and will follow all instructions from their tour guide. Any complaints will be registered after returning to Camp Bonifas.

f. Firearms, knifes, or weapons of any type will not be taken into the JSA.

g. The area and buildings (tan colored) under the military control of the Communist side will not be entered for any reason. Permission of the tour guide must be obtained prior to entry into UNC buildings (blue colored) in the JSA.

h. At no time will visitors stand in the way of or interfere with military formations. Facilities and equipment inside the conference room will not be handled. Photography is permitted in the JSA but is prohibited enroute between Checkpoint A (the entrance to Camp Bonifas) and Checkpoint B (the entrance to the JSA).

If any incidents should occur, remain calm, and follow instructions issued by security personnel.

3. Any questions concerning the above information should be brought to the attention of the tour guide.

DECLARATION

I have read, understand, and will comply with these instructions. If I am accompanied by minor dependents, minors for who I am responsible for the purpose of this tour, my signature constitutes acceptance of the terms of these instructions in their behalf.

SIGNATURE: ______________________ *DATE:* ______________

EDITION OF 1 MAY 85 WILL BE USED UNTIL EXHAUSTED

UNC FORM 12EK
1 Apr 95

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TWO KOREAS
A Comparison Using Economic and Demographic Data

GRADE LEVEL: 10-12 **AUTHOR:** Theron L. Trimble

SUBJECTS: High School World History, Government, or Economics

TIME REQUIRED: Four or five class periods

OBJECTIVES:
As a result of this lesson, the student will:
1. analyze statistical data to develop generalizations or hypotheses to explain similarities and differences in statistical profiles of the two Koreas.
2. test generalizations or hypotheses using statistical data.

MATERIALS REQUIRED: Korea Data Tables (provided)

BACKGROUND:

Statistical data, in a comparative format, offers students an opportunity to utilize critical thinking skills to identify similarities and differences, make causal analyses, and develop generalizations and/or hypotheses. The basic data profile of Florida, Republic of Korea (South Korea), and the Democratic People's Republic of Korea (North Korea) included with these lessons provides a springboard for teachers to develop a variety of lessons around specific characteristics of the existing data and a model for teachers and students to build additional data profiles for other states and nations.

The artificial division between North and South Korea represents the last clear remnant of the political compromises which created expedient splits between North and South Vietnam and East and West Germany. Although activists may make a case that other boundaries are equally detrimental to particular ethnic or religious groups, there is little argument when historical entities are carved up in the international political process.

Korea became a unified nation in 668 A.D. under the Silla dynasty. Although periodically controlled by China and Japan, the Korean peninsula and people have shared a historical and cultural unity until the end of World War II in 1945. At that time the areas north and south of the 38th parallel (38 degrees N. latitude) came under occupation by the Soviet Union and the United States respectively. This division of Korea became formalized as the Soviet Union supported the development of the Democratic People's Republic in September of 1948 followed by the proclamation of the Republic of Korea. The Korean War, begun in June, 1950, was an attempt to reunify the peninsula under the People's Republic. The failure of either side to achieve a conclusive victory led to a reaffirmation of the dividing line during truce talks conducted to end hostilities.

The division of Korea for almost half a century provides a laboratory for students to examine the impact of a totalitarian Communist command economy. With both nations sharing the same peninsula, a common history and culture, and comparable climates, it is possible to hypothesize that current differences between the nations are related to political and economic decisions made by the nations since 1945.

PROCEDURES:

1. Prepare either transparencies or handouts from the resource sheets.
2. Review the difficulty of isolating variables in social studies for the purpose of identifying cause and effect situations.
3. Review the history of the division of the two Koreas for students.
4. Explain how this history creates a potential laboratory for social studies students.
5. (A) project the transparencies and ask the students to identify significant differences between the data provided for the two nations. **OR**
   (B) divide students into groups and ask each group to identify significant differences between the data provided for the two nations. **OR**
   (C) divide students into four groups: Population, Health, Communications, and Economy. Ask each group to identify significant differences between the data provided for the two nations in their special area.
6. Ask students to hypothesize whether each significant difference is based on political/economic policies or based on other factors unique to the two nations.
7. Have students develop formal hypotheses or generalizations to explain the differences between the two nations.

Examples:

Significant differences in data: Communications-televisions, radios, newspapers
Generalization: Totalitarian governments attempt to restrict the amount of information available to the people.
Significant differences in data: Communications-Automobiles
Generalization: Command economies promote the production of capital goods over consumer goods.

EVALUATION:

Have students, individually or in groups, conduct a detailed investigation to gather data which supports or refutes their hypotheses and generalizations.

ENRICHMENT:

Have students investigate other totalitarian command economies to determine if their data profile is similar to that of North Korea.

Handout: Korea Data Tables

	SOUTH KOREA	NORTH KOREA	FLORIDA
I. AREA			
TOTAL AREA:	38,023 sq. miles	46,541 sq. miles	58,664 sq. miles
LAND AREA:	37,911 sq. miles	46,491 sq. miles	54,153 sq. miles
WATER AREA:	NA	NA	4,511 sq. miles
II. CLIMATE/PHYSICAL FEATURES			
GENERAL DESCRIPTION:	Continental temperate with monsoonal rains in the summer and cold dry winters	Continental temperate with hot humid summers and cold dry winters	Varies from temperate to tropical with high humidity and heavy rains in the summer
AVERAGE TEMPERATURE			
WINTER	21 degrees (F)	21 degrees (F)	62.6 degrees (F)
SUMMER	77 degrees (F)	77 degrees (F)	81.5 degrees (F)
TERRAIN:	Mostly hills and mountains with wide coastal plains in west and south	Mostly hills and mountains separated by deep, narrow valleys with wide coastal plains in west	Mostly flat coastal plains with gentle low hills in the north central area with 4,51 sq. miles of water area
III. AGRICULTURE/LAND USE			
LAND IN AGRICULTURE:	22.4%	17.0%	32.3%
ARABLE LAND:	21.0%	18.0%	22.4%
MEADOWS & PASTURES:	1.0%	>1%	9.3%
FOREST & WOODLAND:	67.0%	74.0%	31.3%
IV. NATURAL RESOURCES			
	coal, lead tungsten graphite hydropower molybdenum	coal, graphite tungsten, lead hydropower, pyrites magnesite, fluorspar salt, zinc, copper iron ore, gold	petroleum phosphate stone
V. ECONOMY			
GROSS NATIONAL PRODUCT			
TOTAL:	$273,000,000,000	$23,300,000,000	$177,729,000,000
AGRICULTURAL:	$21,840,000,000	$5,825,000,000	$4,432,000,000
GROSS DOMESTIC PRODUCT			
PER CAPITA:	$8,790	$960	$13,671
GROSS NATIONAL PRODUCT			
GROWTH RATE:	8%	-5%	NA
UNEMPLOYMENT RATE:	2%	0%	5%
PER CAPITA ELECTRICITY	2,460 KWH	1,650 KWH	9,546 KWH

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Handout: Korea Data Tables

	SOUTH KOREA	NORTH KOREA	FLORIDA
LABOR FORCE:	16,900,000	9,615,000	5,845,000
SERVICES	52%	27%	54%
MINING & MANUFACTURING	27.0%	30.0%	12.6%
FARMING/FISHNG/FORESTRY	21.0%	43.0%	3.9%
FEMALE LABOR FORCE:	33.9% of total	45.9% of total	54.9% of total
EMPLOYED/POPULATION:	38.2% of total	43.4% of total	59.8% of total
EXPORTS:	$71,900,000,000	$2,020,000,000	$9,437,000,000
IMPORTS:	$81,600,000,000	$2,620,000,000	$13,282,962,968
INFLATION:	7%	2%	NA
EXTERNAL DEBT:	$38,200,000,000.00	$7,000,000,000.00	$12,295,000,000.00
COMMODITIES EXPORTED:	textiles, clothing, electronic and electrical equipment, footwear, machinery, steel, automobiles, ships, fish	minerals, metallurgical products, agricultural products, manufactures	NA
COMMODITIES IMPORTED:	machinery, electronics and electronic equipment, oil, steel, transport equipment, textiles, organic chemicals, grains	oil, machinery and equip coking coal, grain	NA
VI. POPULATION			
POPULATION:	44,284,000	22,227,000	12,937,926
POPULATION DENSITY PER SQUARE MILE:	1,164 persons	477 persons	239 persons
POPULATION GROWTH:	1.06%	1.85%	3.27%
POPULATION UNDER AGE 15:	25.9%	29.4%	19.0%
POPULATION AGE 65 AND OVER:	4.7%	3.7%	17.0%
URBAN POPULATION:	73.9%	63.8%	90.8%
BIRTH RATE PER 1000 POPULATION:	16.4	24.1	14.6
LIFE EXPECTANCY, FEMALE:	73 years	72 years	78 years

Handout: Korea Data Tables

	SOUTH KOREA	NORTH KOREA	FLORIDA
LIFE EXPECTANCY, MALE:	67 years	66 years	70 years
DEATH RATE PER 1000 POPULATION:		5.8	10.6
MARRIAGE RATE PER 1000 POPULATION:		7.3	11.1
DIVORCE RATE PER 1000 POPULATION:		0.77	6.3
VII. HEALTH			
PHYSICIANS PER 10,000 POPULATION:	8.6	23.8	20.3
PER CAPITA DAILY CALORIE CONSUMPTION			
TOTAL:	2,826	2,843	NA
ANIMAL:	374	215	NA
VEGETABLE:	2,452	2,627	NA
SUGAR CONSUMPTION:	18kg	5kg	NA
VIII. COMMUNICATIONS			
TELEVISION STATIONS:	57	11	52
AM RADIO STATIONS:	79	18	198
FM RADIO STATIONS:	46	0	168
TELEVISIONS PER 1000 POPULATION:	200.4	86.9	207.3
RADIOS PER 1000 POPULATION:	967.5	204.32	1003
TELEPHONES PER 1000 POPULATION:	296	1.35	500
DAILY NEWSPAPERS:	39	15	46
REGISTERED AUTOMOBILES PER 1000 POPULATION:	35.2	11.16	715
IX. CRIME RATES (OFFENSES PER 100,000 PEOPLE)			
TOTAL:	2,637	NA	8,938
AGGRAVATED ASSAULTS	42.5	NA	653
RAPES	5	NA	50
MURDERS	1.5	NA	11

NOTE: It was not possible to have all information in the Korea Data Tables matched exactly for specific chronologial periods due to the variety of souces used and the difficulty of gathering data on North Korea. In those cases where there was a difference in the reporting period, it does not appear to make a significan difference in terms of the profiel/pattern use for which the data are intended.

TOGETHER AGAIN?

Korean Unity or Separation?

GRADE LEVEL: 10-12 **AUTHOR:** Theron L. Trimble

SUBJECT: World History

TIME REQUIRED: Three class periods

OBJECTIVES:

As a result of this lesson, students will:

1. identify elements that affect an individual's perception.
2. utilize a different perceptual set to make a decision.
3. predict changes in statistical profiles given specific conditions.
4. analyze statistical data to determine impact on given social and economic positions in society.

BACKGROUND:

The general assumption made by most adults and students is that divided nations wish to be reunited. This assumption, while possibly true, should not be taken for granted and is worthy of investigation, particularly in light of the difficulties experienced by the two Germanys in their reunification process.

Korea became a unified nation in 668 A.D. under the Silla dynasty. Although periodically controlled by China and Japan, the Korean peninsula and people have shared a historical and cultural unity until the end of World War II in 1945. At that time areas north and south of the 38th parallel (38 degrees N. latitude) came under occupation by the Soviet Union and the United States respectively. This division of Korea became formalized as the Soviet Union supported the development of the Democratic People's Republic in September of 1948 followed by the proclamation of the Republic of Korea. The Korean War, begun in June, 1950, was an attempt to reunify the peninsula under the People's Republic. The failure of either side to achieve a conclusive victory led to a reaffirmation of the dividing line during truce talks conducted to end hostilities.

People make decisions and take actions based on their perceptions. These perceptions are related to their personal experiences, education, economic status and numerous other factors. Examples of this in history can be seen when comparing the feelings of slaves with that of slave owners regarding the issue of southern independence at the time of the American Civil War. Another example would be a comparison of the views of the Castro revolution in Cuba as seen from the standpoint of unemployed Cuban farmers and wealthy American sugar cane plantation owners. The following lesson attempts to create scenarios for students which cause them to have different perceptions on the issue of Korean unification and apply those perceptions to decision making on the basis of an analysis of data on the two Koreas.

MATERIALS REQUIRED: Korea Data Tables (provided); Role Cards

PROCEDURES:

1. Delete the Florida column from the attached Korea Data Tables handout, then duplicate enough copies for students. Duplicate a proportionate number of the role cards so that each student will have one.
2. Review the history of Korean unification and division.
3. Ask students if they think that Korea will become reunited the way Vietnam and Germany have become reunited. Ask them if they think that all people in the two Koreas feel the same way regarding unification.
4. Ask them what factors affect the way people feel regarding issues. Indicate that today's lesson will give them an opportunity to verify whether these factors matter or not.
5. Divide students into eight groups. Give each member of a group the same role card. Ask them to read and discuss the information contained in the role card. Indicate that they are going to have to take a position in favor of or opposed to Korean unification.
6. Distribute the copies of the Korea Data Tables.
7. Indicate that the data represents current characteristics of the two Koreas. Ask them to make predictions about how things may change if the two nations unite. Discuss only two to three predictions with the class as a whole and then have them continue their predictions and discussions within their groups.
8. Ask them to review (a) the current conditions as they are affected and (b) conditions as they predict them to be after unification. Based on this information, ask each group to arrive at a consensus regarding what position their role will take on the issue of unification.
9. Have each group (a) describe the role they had, (b) the position they would take on unification, and (c) justify their position based on the existing and predicted information about the Koreas.

EVALUATION:

Have students develop a profile of the social and economic characteristics of either (a) a die hard separatist, or (b) a promoter of unification.

ENRICHMENT:

Using the same categories as provided on the handout, have students gather data on East and West Germany prior to unification and gather the same information on Germany today.

REFERENCES:

Europa World Yearbook, 1994, Vol. 2. 35th ed. London: Europa Publications Limited, 1993.

The Statesman's Year-Book:1995-96. 132nd ed. edited by Brian Hunter. New York, NY: St. Martin's Press, 1995.

The Software Toolworks U.S. Atlas [computer file]: multimedia view of the United States. version 4. Novato, CA: The Software Toolworks, 1993.

The Software Toolworks World Atlas: CD-ROM computer file. version 4. Novato, CA: The Software Toolworks, c 1992-93

Role Cards

Dongwan Choi

Miss Choi is twenty two years old and lives in Kangwon province, North Korea. She is the first in her family to graduate from high school and works on a collective farm in a child care center. She lives at home with her parents except while she is on military duty in which she serves as a member of the army reserve.

Chu-ho Kim

Mr. Kim is thirty five years old and lives in Kaesong, a major city in North Korea. A college graduate, Mr. Kim is the production manager of the largest tractor factory in the province. He and his wife, with their two elementary age children live in a large apartment in downtown Kaesong. His parents live on the same floor of the building in their own apartment.

Lee Nam Soo

Mr. Soo, a widower, is seventy-two and lives in Pyongyang, the capital of North Korea with his son and his family. Mr. Soo still helps his son with the family business, a food cart that has been in the same location for three generations. The family, including Mr. Soo's three grandchildren, live in a single story four room apartment on the outskirts of the city.

Chang-Rae Moon

Mrs. Moon, twenty seven, lives with her husband in Chagang province in North Korea. A college graduate, Mrs. Moon stays home to raise her two young children and manage the social affairs for her husband who is in charge of all agricultural production in the province. The family lives in a fifteen room home on a small estate near the larger estate where Mrs. Moon's father, the provincial governor, lives.

Hyun Sook Lee

Miss Hyun Sook Lee is twenty two years old and lives in Cholla-do province, South Korea. She is the first in her family to graduate from high school and works as a saleswoman in the jewelry department of a shop in a small town. She lives at home with her parents and helps her mother tend a small rice field the family has always owned. Her father works in a small factory producing tractor parts.

Jin-Kyu Kim

Mr. Jin-Kyu Kim is thirty five years old and lives in Pusan, a major city in South Korea. A college graduate, Mr. Kim is the production manager of the largest automobile factory in the province. He and his wife, with their two elementary age children live in a large apartment in downtown Pusan. His parents live on the same floor of the building in their own apartment.

Sung-Li Han

Mr. Sung-Li Han, a widower, is seventy-two and lives in Seoul, the capital of South Korea with his son and his family. Mr. Han still helps his son with the family business, a food cart that has been in the same location for three generations. The family, including Mr. Han's three grandchildren, live in a single story four room apartment on the outskirts of the city.

Soo Ya Park

Mrs. Soo Ya Park, twenty seven, lives with her husband in Andong, a small city in South Korea. A college graduate, Mrs. Park stays home to raise her two young children and manage the social affairs for her husband who is Vice President of sales for a large manufacturing company. The family lives in a large home in a suburb of the city which was given to them by Mrs. Park's father who owns a large electronics factory in Andong.

PART FOUR

CULTURE (MUNHWA)

KOREAN CULTURAL ARTIFACT

GRADE LEVEL: 4-6 **AUTHOR:** John Hoge

SUBJECT: Social Studies

TIME REQUIRED: One class period

OBJECTIVES:

As a result of this lesson, students will

1. learn about objects that are common in both Korean and U.S. cultures.
2. note the presence of both English and Korean on many items.
3. write a brief statement that describes what they have learned about Koean culture.

MATERIALS REQUIRED:

World map
Five sets of photocopies of contemporary Korean culture objects

BACKGROUND:

The everyday objects that a culture uses can tell much about a nation and its people. A close examination of Korean culture objects reveals their historic ties to the United States and offers insights into the everyday lives of contemporary South Koreans.

PROCEDURES:

1. Tell the students that they are going to go on a Korean culture hunt. Explain that a society's culture is represented in the people's language, customs, and in the material objects that people use everyday. Ask if anyone knows where Korea is located on the globe or world map. (Point this out.) Also ask if anyone knows what Korea's national language is (Hangul).
2. Explain that a person who recently traveled to Korea brought back some everyday items that can give us clues about Korean culture. Since there were not enought objects to go around, you have made photocopies of some of the objects. Divide the class into five small groups and distribute a set of photocopied cultural artifacts to each.
3. Give the students a few moments to explore the photocopied objects. Then go page-by-page through the handout and have students attempt to name each object. After students have named most of the objects, ask a series of questions such as:
    1. Who uses these objects? Who were they made for?
    2. When and where would these objects be used? Does everybody use them?
    3. Why do so many of the objects have English on them?
    4. How is this object different from what you normally see or use?

4. Close the lesson by collecting the students' opinions about what it would be like to visit South Korea. Ask for a show of hands to see how many students would like to visit Korea some day.

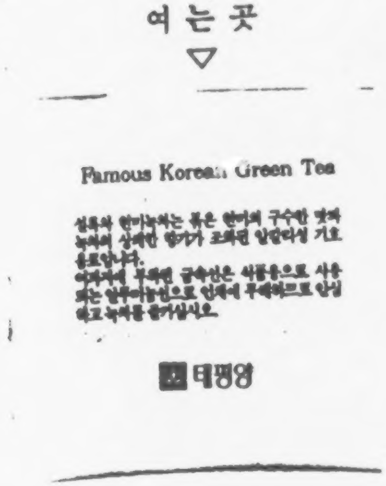
EVALUATION:

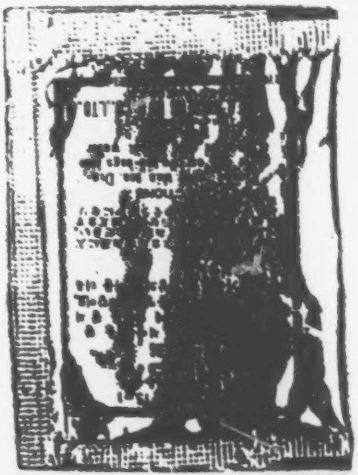
Have each student write a brief paragraph that describes what he or she has learned about Korean culture.

ENRICHMENT:

Take a trip to a local Korean market. Examine the items being sold and the prices these items command. Talk with the store owner about who shops there and what items are the most popular. Discuss why Americans don't use the items or what substitutes they use as replacements for these items.

Examine other aspects of Korean culture such as wedding and burial ceremonies.





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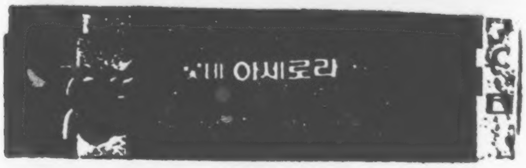
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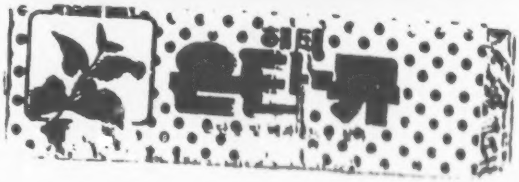
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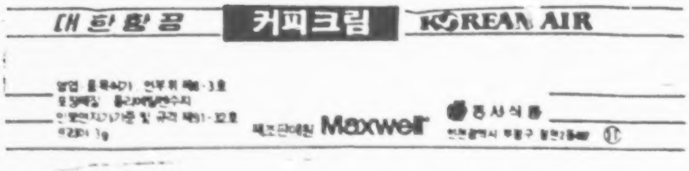
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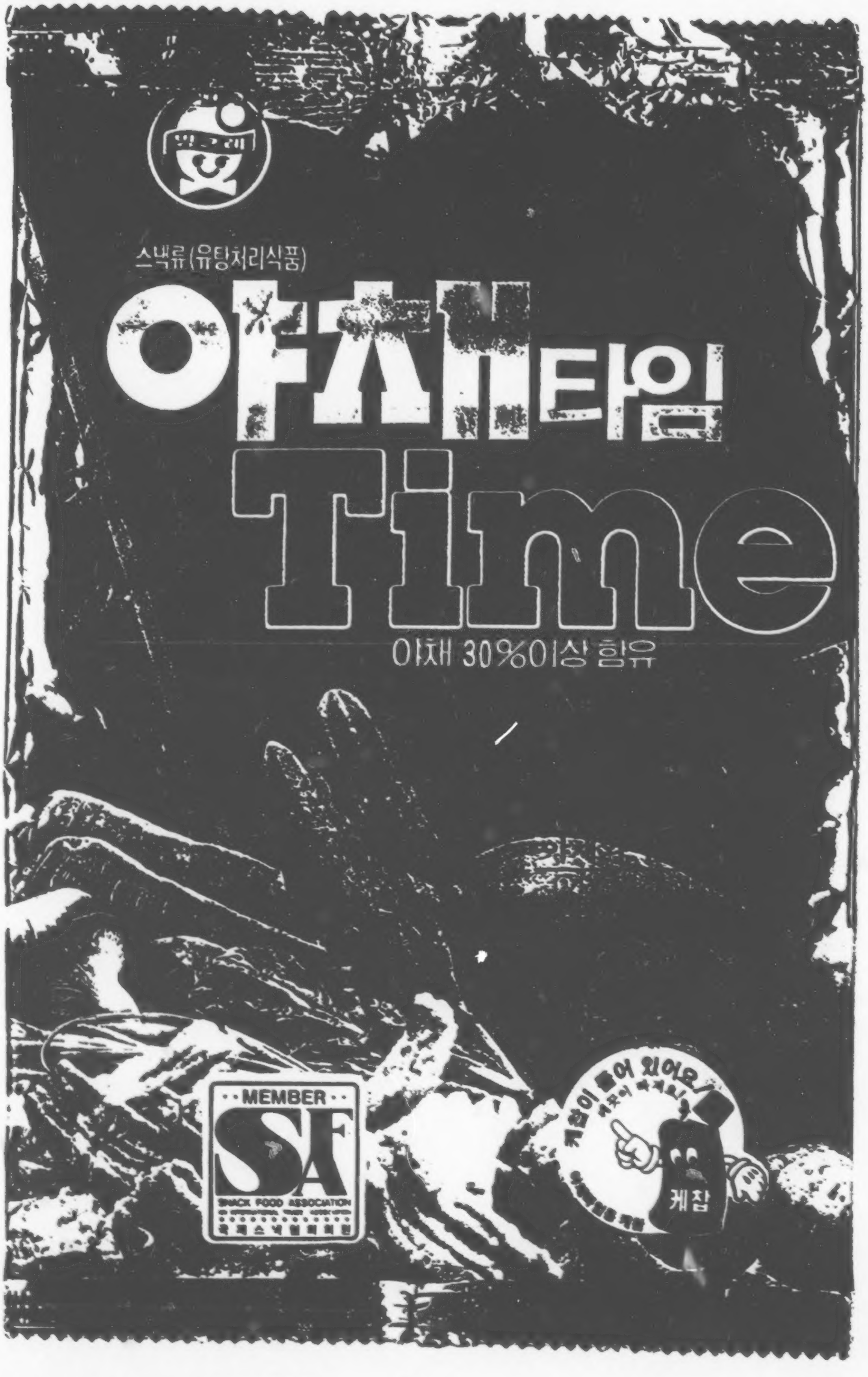

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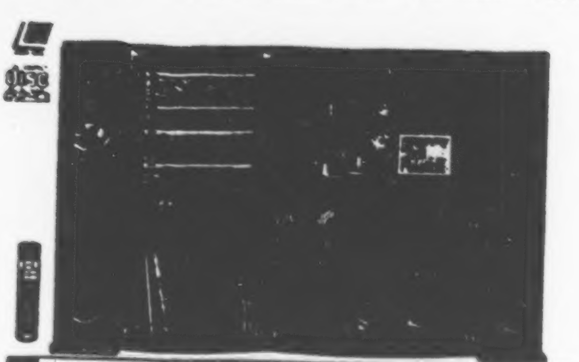

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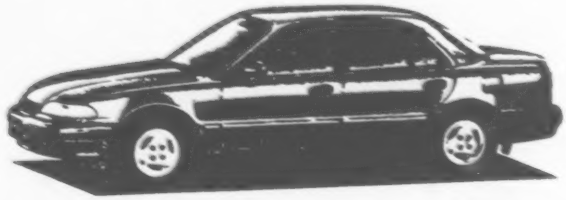

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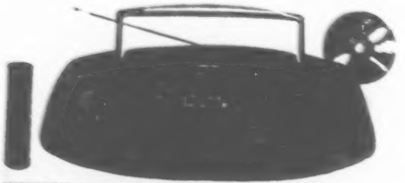

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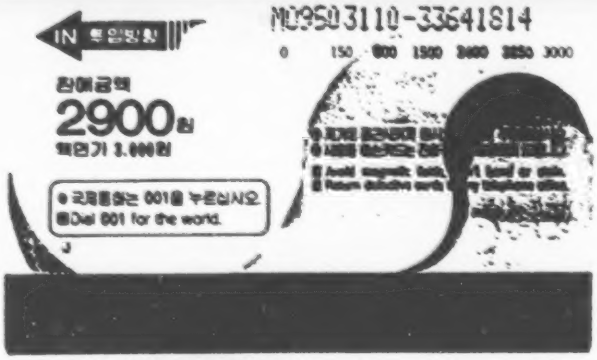
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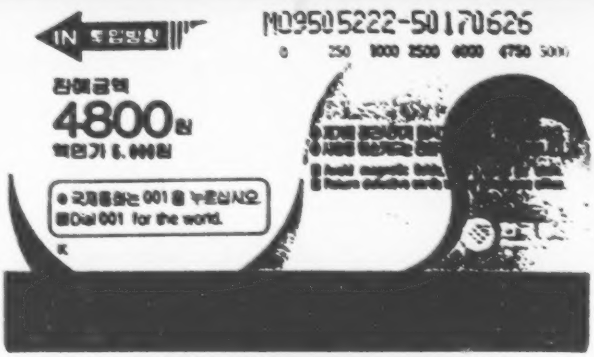
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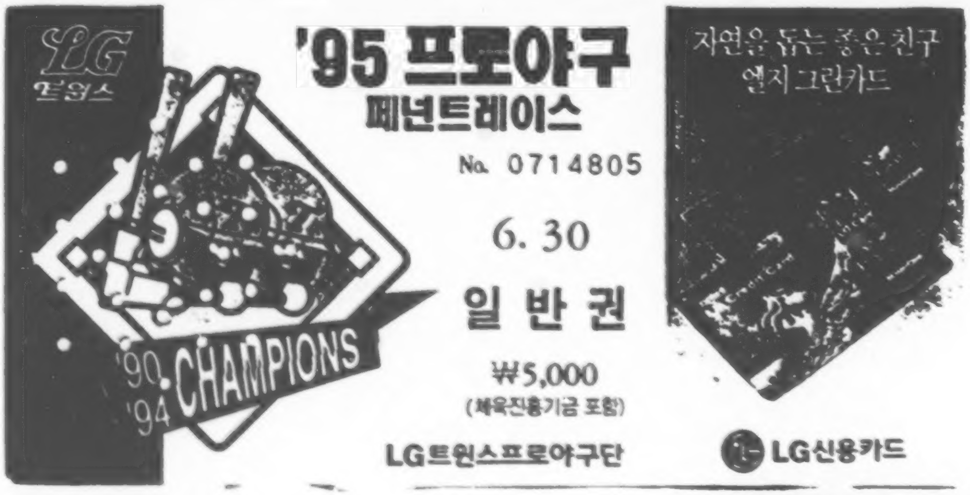
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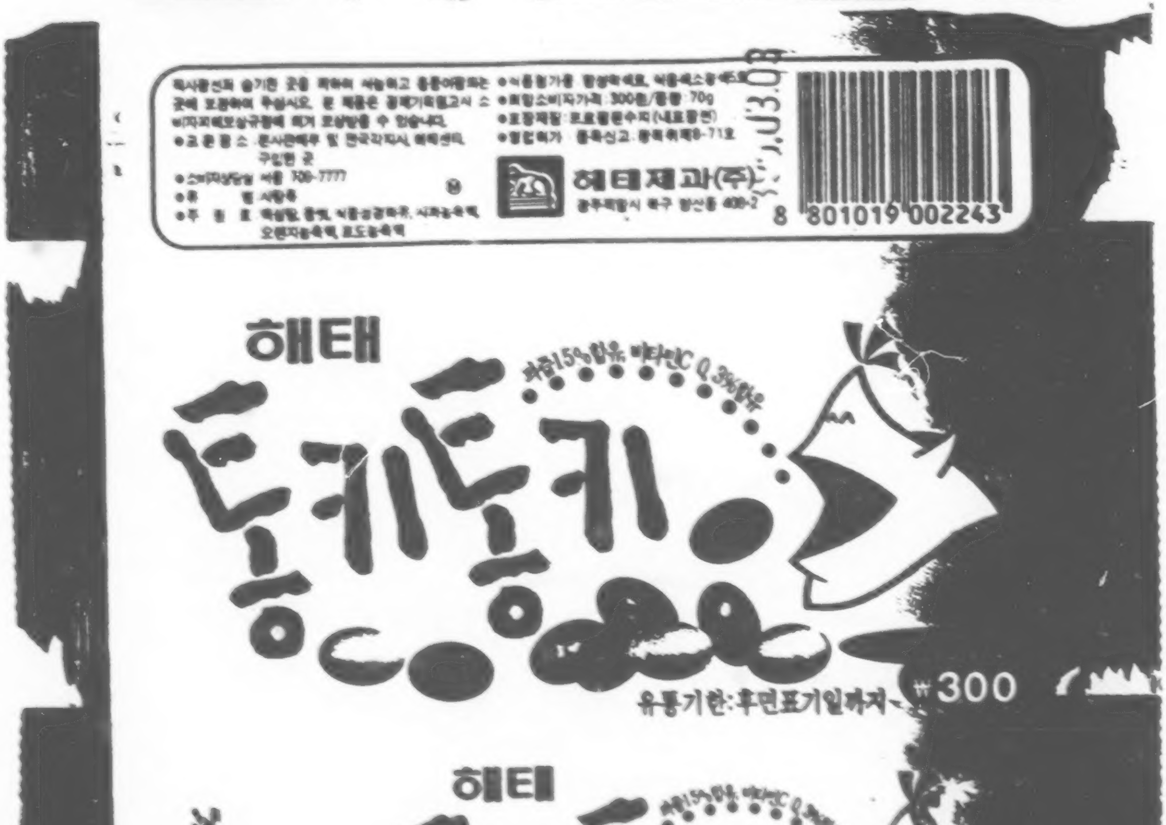
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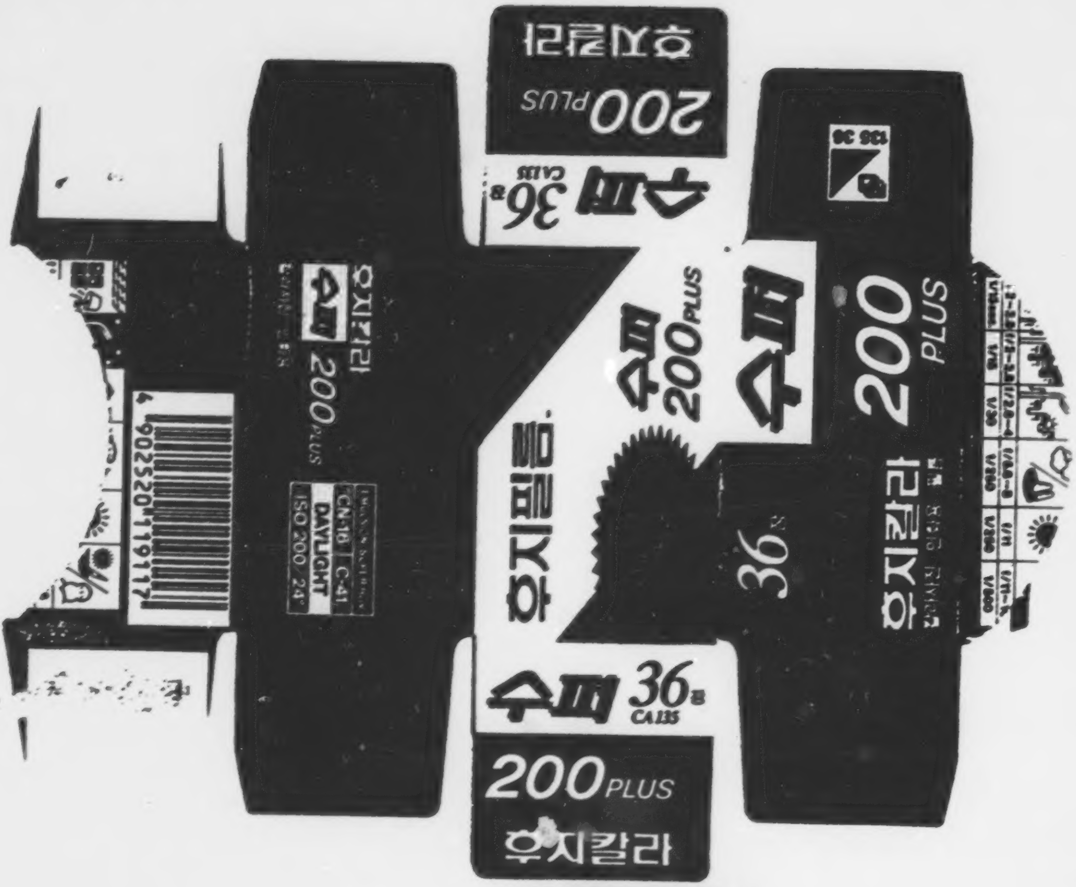

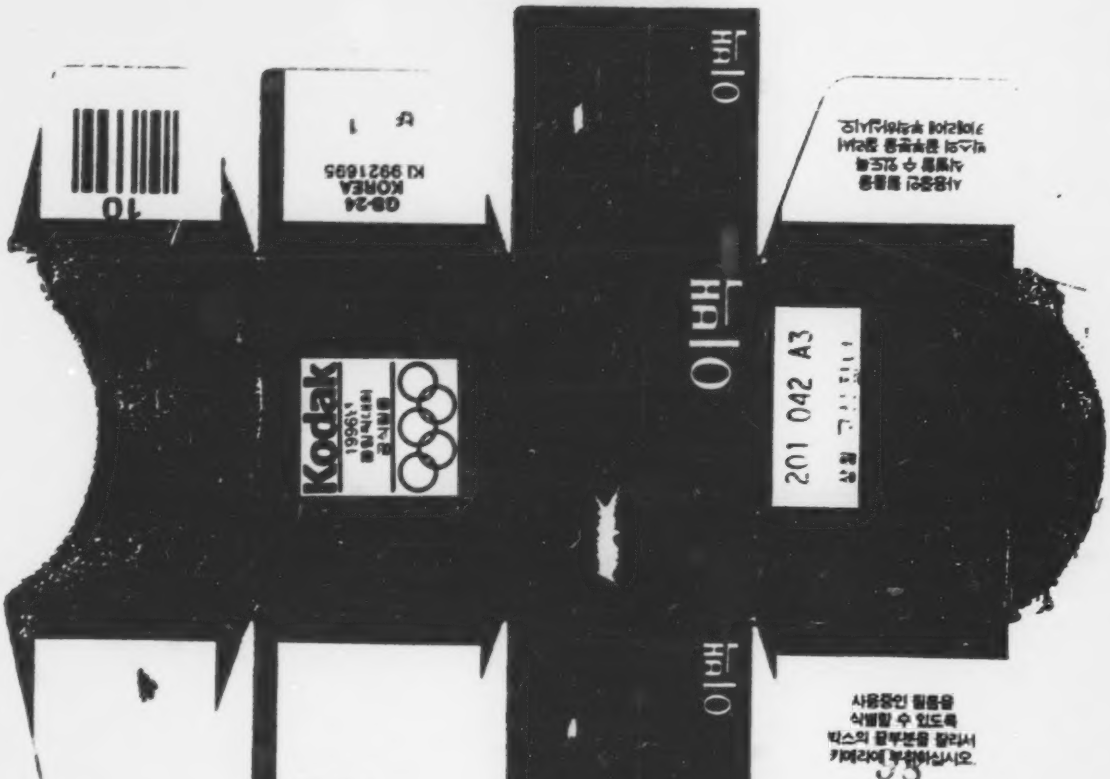

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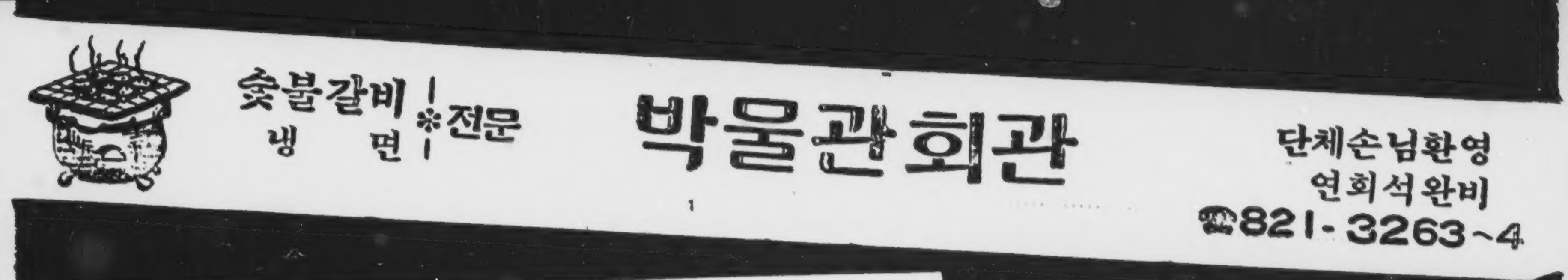

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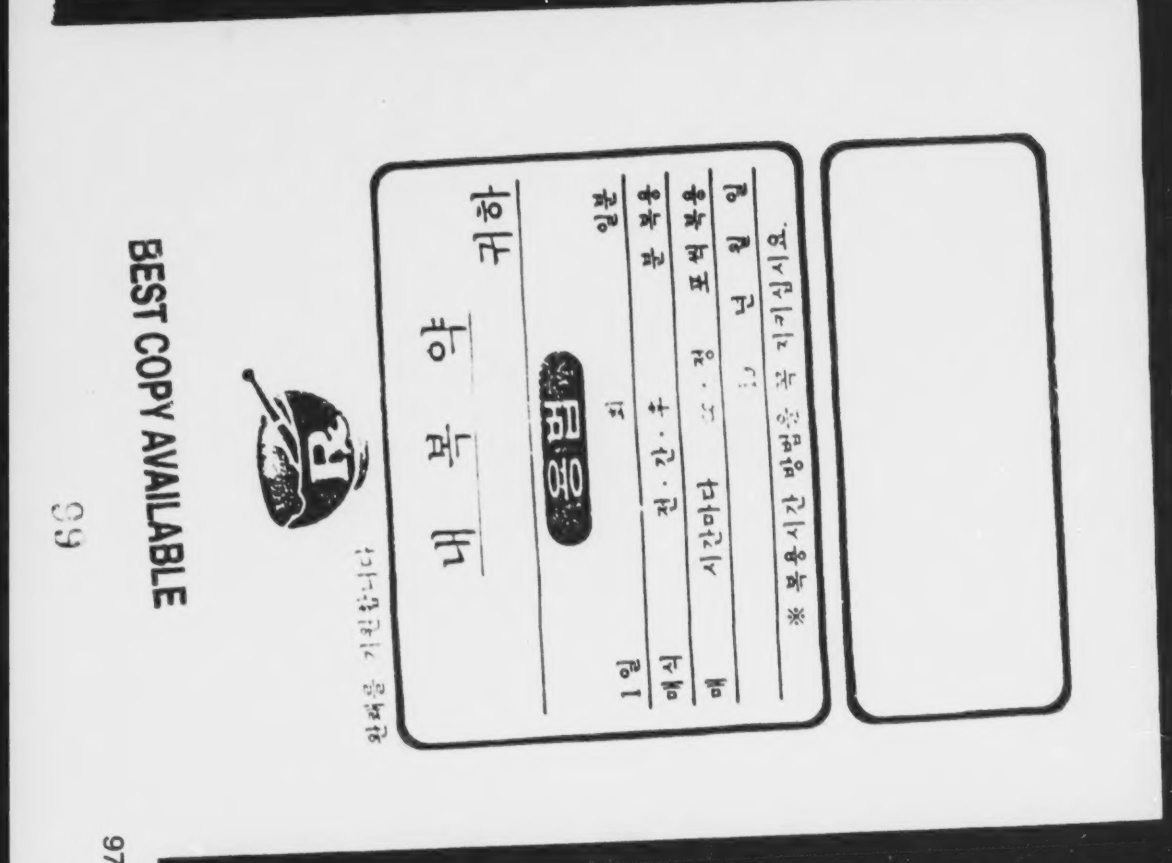

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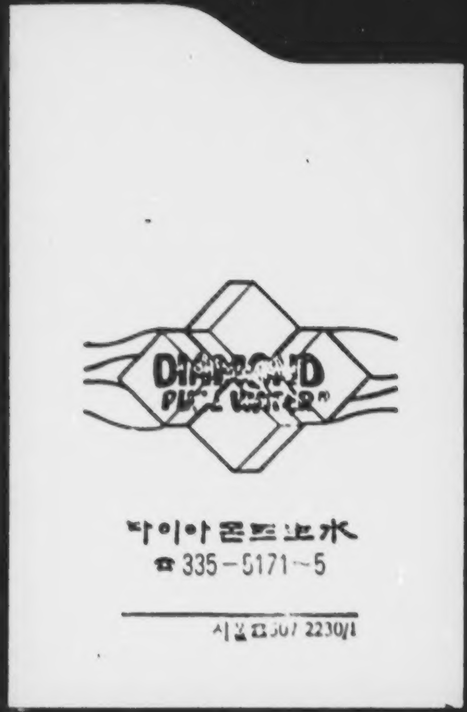

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SOUTH KOREA AND ITS CULTURE

GRADE LEVEL: 3-5 **AUTHOR:** Mariam Baradar

TIME REQUIRED: Two class periods

OBJECTIVES:
As a result of this lesson, students will:

1. become familiar with Korea's geography.
2. obtain basic facts on South Korea.
3. gain understanding of South Korean culture.
4. be able to count in Korean.
5. become familiar with South Korean contributions and achievements.
6. realize that the earliest astronomical observatory building in the world is located in South Korea.

MATERIALS REQUIRED:

Count Your Way Through Korea by Jim Haskins, illustrations by Dennis Hocherman, Carolrhoda Books, Inc./Minneapolis, 1989.
World map
Copy of Worksheet #1 for each student
Copy of Worksheet #2 for each student

PROCEDURES:

1. Using the world map, ask the students to locate Korea and trace its border.
2. Identify the countries and bodies of water that border Korea. Point out that Korea and the Commonwealth of Independent States (former Soviet Union) share a border.
3. Tell students the population of Korea today (1995) is about 70 million. Explain that Korea is one of the few countries of the world that is divided into North and South. Korea was divided in 1948. The military enforces the border between North and South Korea.
   North Korea is called Democratic People's Republic of Korea. It has a communist government system and their leader is Kim Jong Il. The capital of North Korea is Pyongyang.
   South Korea is called Republic of Korea and has a democratic republic government system. The president of South Korea is Kim Young Sam who was elected in 1993. The capital of South Korea is Seoul. Seoul has a population of 15 million people.
4. Tell the students that the book they will read today is about South Korea. Emphasize that they have to answer questions about South Korea on the worksheets based on the information on the book.
5. Distribute Worksheet #1. Ask students to fill in the blanks as the information is encountered in the story.

6. Read aloud or have students take turns reading aloud **Count Your Way Through Korea** by Jim Haskins. As each page is read stop to correctly pronounce the Korean words and answer questions such as these:
   - What are the Korean numbering systems?
   - What system is used to count minutes and money?
   - Does any one know what is an astronomical observatory?
   - Where is the oldest astronomical observatory located?
   - What is the name of the oldest stone astronomical observatory in South Korea?
   - Why do you think Ch'omsong-dae has 365 Stones?
   - How old is Ch'omsong-dae Observatory?
   - What is the boundary of South Korea to the West, East, North, South?
   - What is the boundary of Korea to the North?
   - What is the population of Korea? South Korea? North Korea?
7. To reinforce the information gained from the book, distribute Worksheet #2. Ask the students to find and draw a circle around the words that they filled in on Worksheet #1. Go over the worksheets with the class and discuss it as a group.
8. Divide the class into small groups to conduct research in the school library to identify the names of individuals who won the six gold medals at the 1984 Summer Olympic Games and prepare a short biographical report. Have each group share its report with the class.

EVALUATION:

The students will complete Worksheet #1 and #2 with 90% accuracy.

ENRICHMENT:

1. Ask the students individually or in a small groups (3-4 students) to conduct research in the library and prepare a one page report on Korea. Topics could be: Korean Flag, Language, Economy and monetary unit, culture, family structure, tea ceremony....and so on. Encourage them to be creative with their class presentation. Ask them to share their report with the class. Follow with class discussion.
2. Invite a Korean student/parent/community member to make a presentation regarding his/her culture, educational system, family structure, or any other topic to the class.
3. To challenge talented and gifted students have them do a contrast and comparison of the following: 1) physical attributes of South Korea and the state in which they reside, or 2) the economy/literacy rate of South Korea and other countries. The following list is an example and it could be extended or changed to fit any classroom activity. (After students complete the information ask them to locate these countries on the map of the world and identify what continent on which they are located.)

	LITERACY RATE	MONETARY UNIT	LANGUAGE
SOUTH KOREA	98%		
JAPAN			
CHINA			
SAUDI ARABIA			
AFGHANISTAN			
TURKEY			
INDIA			
KYRGYZISTAN			
PHILIPPINES			
SRI LANKA			
TAJIKISTAN			

Answers to Worksheet #1:

1. Seoul
2. Hangul
3. Seesaw
4. Olympic
5. Changgi
6. Baseball
7. South Korea
8. ten
9. Ch'omsong-dae
10. pagoda
11 Popchu-sa
12. gold medals
13. spicy
14. Sino-Korean

Worksheet #1

Directions: fill in the blanks based on the information from the book *Count Your Way Through Korea* by Jim Haskins.

1. The capital of South Korea is _________________.

2. ___________________ is the official language of South Korea.

3. ____________________________ is a Korean game.

4. The 1988 Summer __________________ Games were held in Seoul.

5. Korean kind of chess game is called____________________________.

6. _______________________ is almost as popular in South Korea as it is in the United States. Soccer and baseball are the most popular sports in South Korea today.

7. In 1982,______________________________ won the 27th World Baseball Championship which happened to be played in Seoul.

8. There are________________ vowels in the Korean alphabet.

9. The oldest existing astronomical observatory of the world is ____________ and it is located in South Korea.

10. The_______________________ of Popchu-sa Temple has five stories.

11. ______________________Temple was built in A.D. 553. It is thought to be the oldest wooden Pagoda in Korea.

12. South Koreans won six _________________________ at the 1984 Summer Olympic Games in Los Angeles.

13. Korean food has a very______________________________ taste.

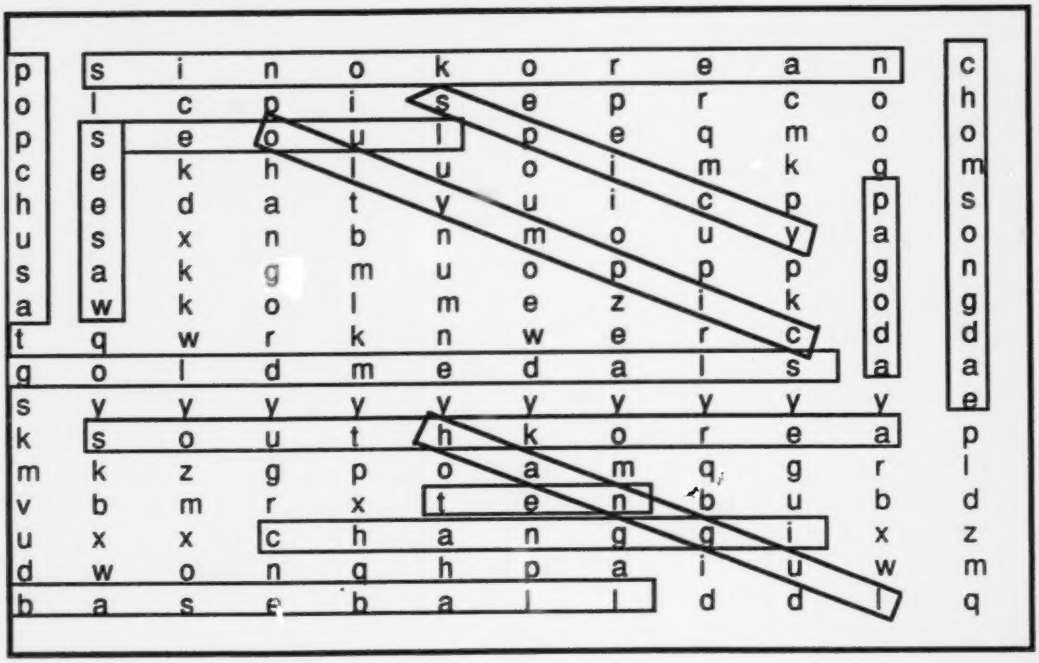
14. Koreans use two different kinds of numbering systems. One is called__________. that is influenced by Chinese and is used to count minutes and money. The other is Korean numbers that are used to count persons and things.

Worksheet #2

Directions: Find each of the words that you filled in on Worksheet #1. Draw a circle around each word. You may find them in horizontal, vertical or other directions.

p	s	i	n	o	k	o	r	e	a	n	c
o	l	c	p	i	s	e	p	r	c	o	h
p	s	e	o	u	l	p	e	q	m	o	o
c	e	k	h	l	u	o	i	m	k	g	m
h	e	d	a	t	y	u	i	c	p	p	s
u	s	x	n	b	n	m	o	u	y	a	o
s	a	k	g	m	u	o	p	p	p	g	n
a	w	k	o	l	m	e	z	i	k	o	g
t	q	w	r	k	n	w	e	r	c	d	d
g	o	l	d	m	e	d	a	l	s	a	a
s	y	y	y	y	y	y	y	y	y	y	e
k	s	o	u	t	h	k	o	r	e	a	p
m	k	z	g	p	o	a	m	q	g	r	l
v	b	m	r	x	t	e	n	b	u	b	d
u	x	x	c	h	a	n	g	g	i	x	z
d	w	o	n	q	h	p	a	i	u	w	m
b	a	s	e	b	a	l	l	d	d	l	q

Answer Sheet #2



p	s	i	n	o	k	o	r	e	a	n	c
o	l	c	p	i	s	e	p	r	c	o	h
p	s	e	o	u	l	p	e	q	m	o	o
c	e	k	h	l	u	o	i	m	k	g	m
h	e	d	a	t	y	u	i	c	p	p	s
u	s	x	n	b	n	m	o	u	y	a	o
s	a	k	g	m	u	o	p	p	p	g	n
a	w	k	o	l	m	e	z	i	k	o	g
t	q	w	r	k	n	w	e	r	c	d	d
g	o	l	d	m	e	d	a	l	s	a	a
s	y	y	y	y	y	y	y	y	y	y	e
k	s	o	u	t	h	k	o	r	e	a	p
m	k	z	g	p	o	a	m	q	g	r	l
v	b	m	r	x	t	e	n	b	u	b	d
u	x	x	c	h	a	n	g	g	i	x	z
d	w	o	n	q	h	p	a	i	u	w	m
b	a	s	e	b	a	l	l	d	d	l	q

Information Sheet #1

CH'OMSONG-DAE

According to the 1982 Guinness Book of World Records:" The earliest astronomical observatory building in the world is the Ch'omsong-dae observatory in Kyongju South Korea." Records indicated observatory was constructed between 633 and 647.

Ch'omsong-dae is a bottle-shaped granite tower. It is a cylinder, of which the upper circle and the lower circle are different in diameter, on a square stone base. On the top, long square stones are crossed making a # shape. At the 12th layer, there is a square window, facing due south, which measures about 1 meter square. The number of stones from the ground to the 27th layer is 365. Ch'omsong-dae is 9.108m high with a diameter of 4.93m at the base and 2.85m at the top. The square window is at a height of 4.16m from the stone base.

The purpose of the tower was to predict events on earth by observing the celestial phenomena and to study the meteorological phenomena for application to farming.

Ch'omsong-dae may well have been a multipurpose observatory, measuring the sun's shadow, much in the way of a gnomon, and determining the positions of constellations for exact measurement of the celestial and equinoctial points as well as the 24 fortnightly period. The number of stones in each layer was considered to symbolize the 24 fortnightly periods of a year.

Ch'omsong-dae was presumed from its peculiar shape to have been built in accordance with the yin-yang theory (um-yang theory in Korean) representing the round-heaven and square-earth.

Information Sheet #2

Additional Information on South Korea

The population of Korea is about 70 million people: 42 million in South Korea, 18 million in North Korea, and 10 million abroad in China and Japan.

South Korea is the most Christian nation in Asia.

Hangul is the official language of South Korea. Education is the most important topic discussed in Korea. The literacy rate of South Korea is 98 percent. Only elementary education is compulsory and free (K-6). At middle school level (7-9) and high school level (10-12) tuition has to be paid by everyone except those who live in remote farm and fishing villages. All high school students who graduate have to take a national entrance exam to enter universities. Korean Language, Literature, English, Math are the required subjects for the university entrance exams. Some universities have additional entrance exams. In 1996 some universities will require article-writing instead of taking the additional test.

The monetary unit of South Korea is the Won (at the time this is being written one U.S. dollar equals 750 won). South Korea has a strong economy. According to the World Bank, the distribution of income in Korea is comparatively one of the best in the world. South Korea has a high level of employment, the unemployment rate is only 2%. Through high employment South Korea has been able to push up the standard of living and maintain stable prices. Korea is 12th among 150 countries in the world in terms of trade and export (in 1995). Manufacturing is the most important industry. South Korea exports electronics, iron (Pohang Steel Company is the second largest steel company in the world), automobiles, and industrial machinery to the United States of America, Japan, European countries, and neighboring countries in Asia.

The following are world rankings for South Korea in terms of exporting:

Ship building	#1
Semi Conductor	#2
Automobile	#6

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November 16, 1995

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DATE: 11/21/95

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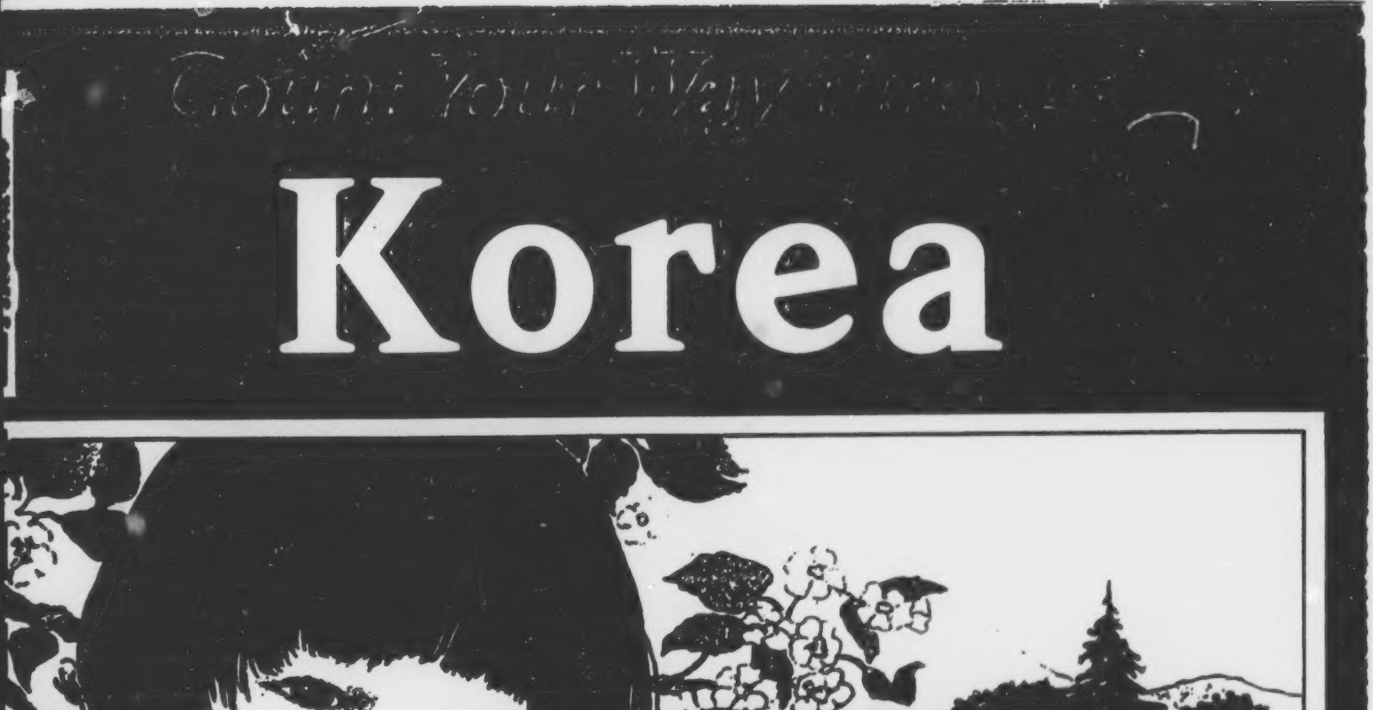

Count Your Way through

Korea

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Count Your Way through
Korea

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illustrations by Dennis Hockerman

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To Michael and Marcus

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Introductory Note

The Korean language is part of a family of languages called Altaic, which also includes Turkish and Mongolian. It is not related to Chinese. But centuries of close contact between Korea and China have added many Chinese words to the Korean language.

Koreans use two different kinds of numbering systems. One is called Sino-Korean, which means it is influenced by Chinese. The other is Korean. Sino-Korean numbers are used to count minutes and money. Korean numbers are used to count persons and things. The Korean numbers are used in this book, because in this book we count persons and things.

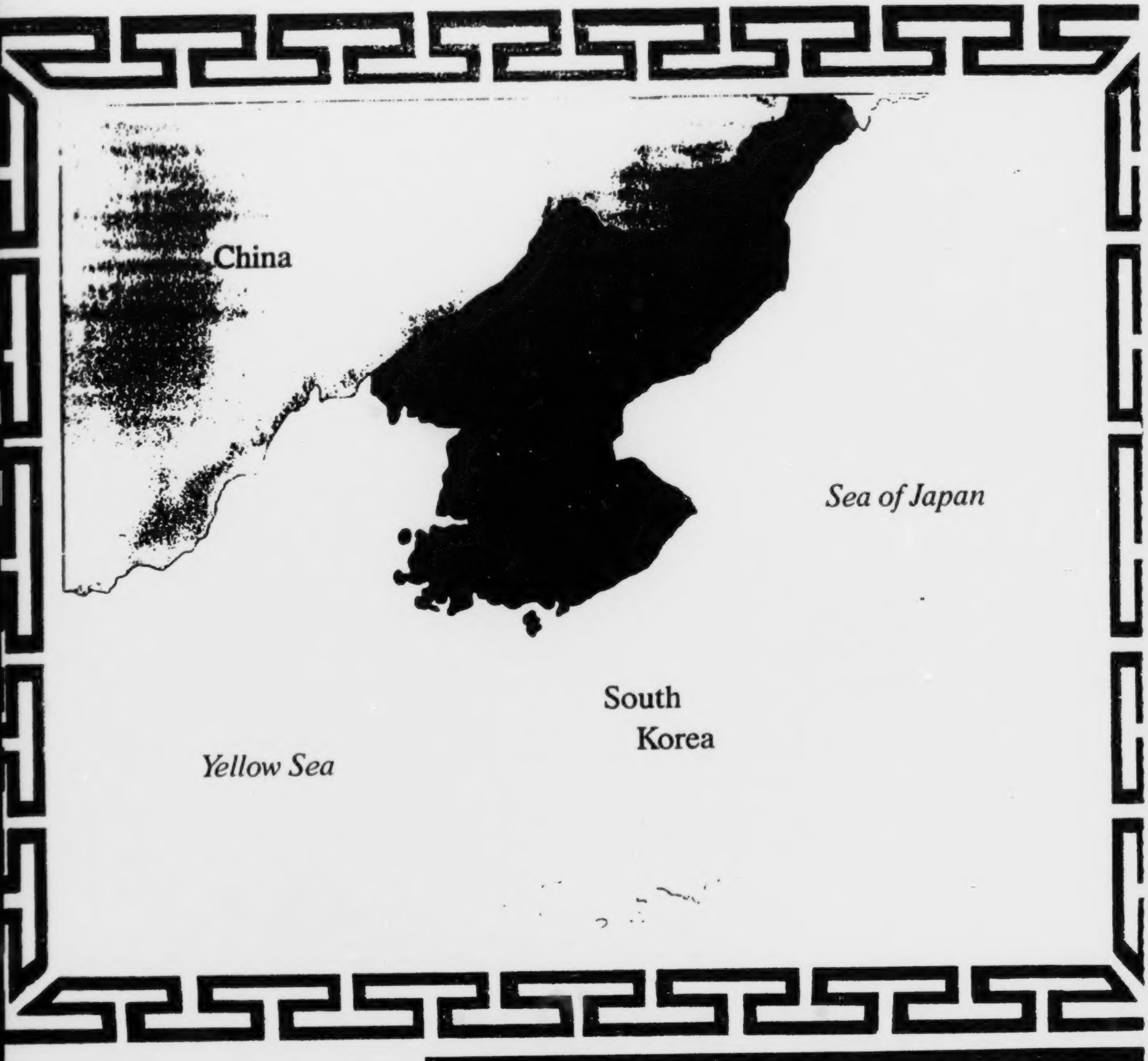
The Korean language contains some vowels that are pronounced differently than in English. The sound ŏ is often pronounced like the *u* in the English word *but*.

1 하나

(hah-NAH)

The **one** building that is most symbolic of Korea is Ch'omsŏngdae (chom-sung-DEH). It is a stone astronomical observatory, or building where people study the stars and planets in the sky. It is thought to be the oldest existing observatory in the world. It is often pictured on travel posters, in guidebooks, and on postage stamps.

Ch'omsŏngdae stands 29 feet tall and is shaped like the top part of a glass bottle. It is made up of 365 stones, one stone for each day in a year. The observatory was built in the seventh century during the reign of Queen Sondok. Heavenly signs and what people say they mean are still very important in Korean culture.


China
Sea of Japan
South
Korea
Yellow Sea

2 둘

(tool)

There are **two** Koreas, North and South. North Korea is called the Democratic People's Republic of Korea. South Korea is called the Republic of Korea. The country was divided in 1948, after World War II. The two regions could not agree about how Korea should be governed.

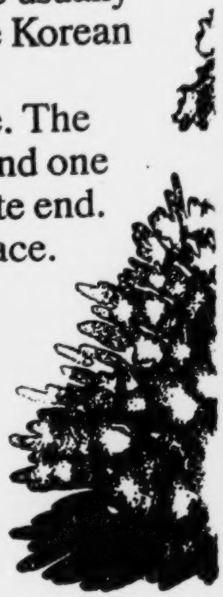
All attempts to reunite the country, both by force and by treaty, have failed. Both Koreas are now independent nations. Most of the information in this book is about South Korea.

3 셋

(set)

Three people are required for Korean seesaw, which is a game usually played by girls. They traditionally play seesaw to celebrate the Korean New Year's Day.

Playing the Korean version of seesaw requires good balance. The players at either end of the long plank stand, rather than sit, and one is thrown up into the air as the other goes down on the opposite end. The third player, who sits in the middle, keeps the plank in place.



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4

넷

(net)

There are **four** parts to the traditional costume for men in Korea: a short, loose-fitting shirt with long sleeves, called a *chŏgori* (cho-GO-ree); a vest worn over the shirt; baggy pants, called *paji* (BAH-jee), that are tied at the ankles; and a hat. The most traditional hat is made of stiff black horsehair and is tied under the chin. It is called a *kat* (gaht). These hats are almost never seen today, but older Korean men usually wear a hat of some kind.

Traditional clothing for Korean women includes a long, loose, flowing skirt worn high above the waist and a very short, flared, long-sleeved blouse that crosses in front and ties with long colorful ribbons.

Today many people in South Korea wear Western-style clothing, especially in the cities. In North Korea, many wear plain clothes that look like uniforms. Throughout Korea, men are less likely than women to put on traditional clothes, even for ceremonies. But still, it is common in the cities and in the countryside to see people dressed in the old way.

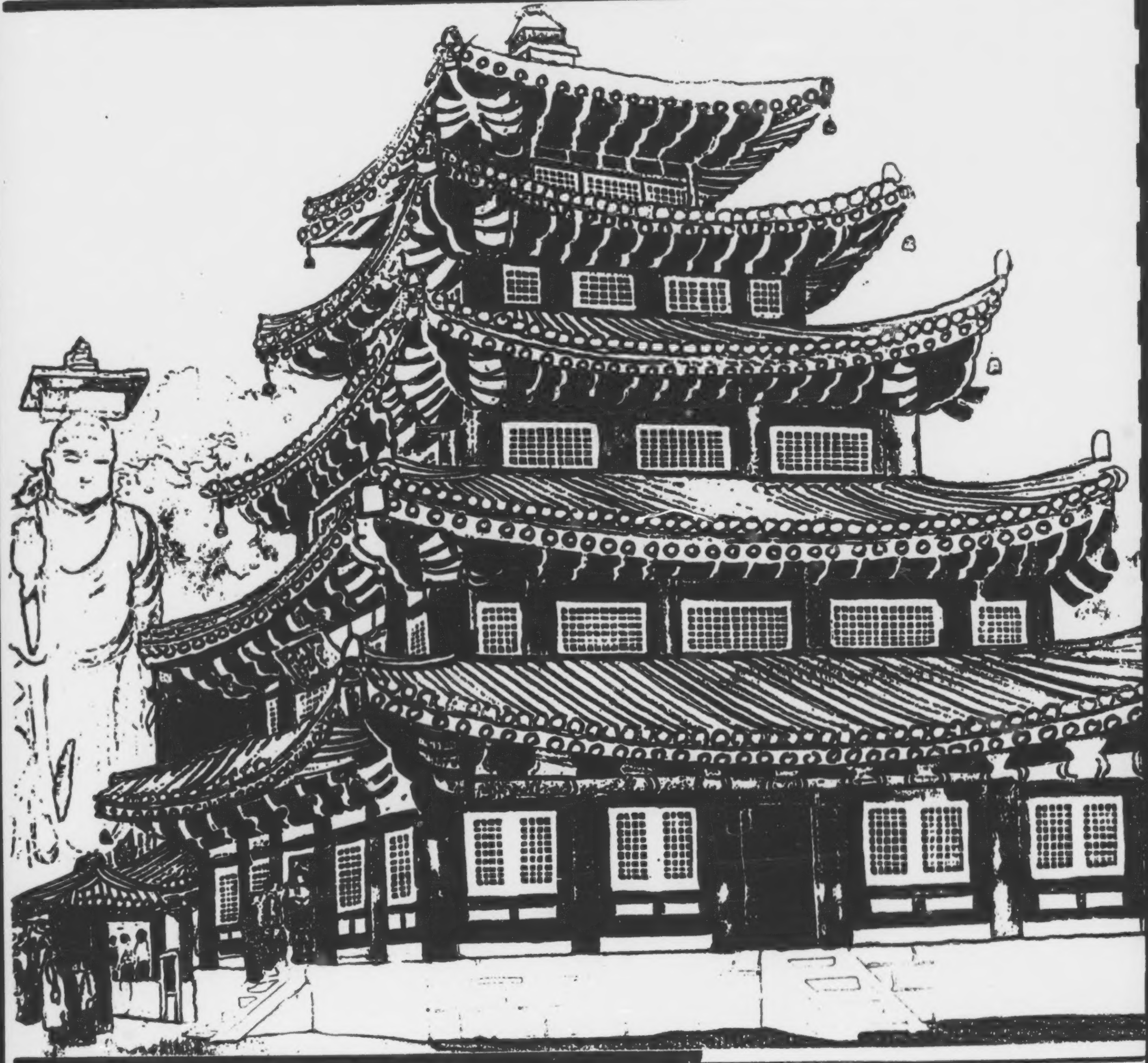
5 다섯

(TAH-sut)

The pagoda of Pŏpchu-sa Temple (BOPE-choo-sa) has five stories and is made of wood. It is thought to be the oldest wooden pagoda in Korea.

Pagodas are graceful buildings that are like churches. They were first built in Korea when the religion called Buddhism came to the country in A.D. 372. Buddhism started in India, but China helped to spread it to Korea and other parts of the Far East.

Pŏpchu-sa Temple was built in A.D. 553. The five-story pagoda contains Korea's tallest statue of Buddha, or "Enlightened One."



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6 여섯

(YEH-sut)

South Korea won six gold medals at the 1984 Summer Olympic Games in Los Angeles: one in women's archery, one in boxing, two in judo, and two in wrestling.

Of these sports, archery and judo are the two that have been popular in Korea for many centuries. Boxing and wrestling were not introduced until this century. Soccer and baseball are the most popular sports in Korea today.

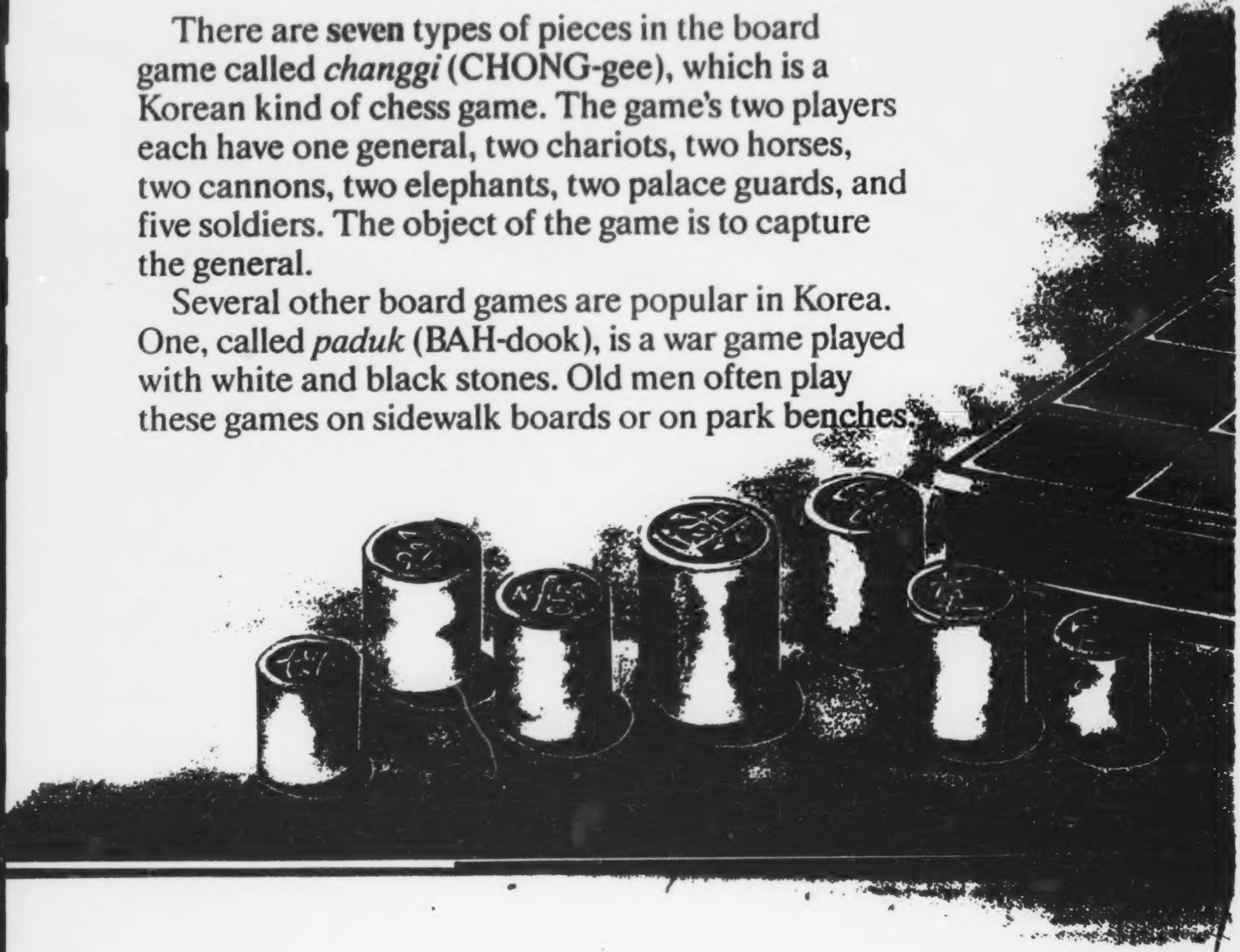
The 1988 Summer Olympic Games were held in Seoul, the capital of South Korea. Only once before had an Asian nation, Japan, hosted the Olympics.

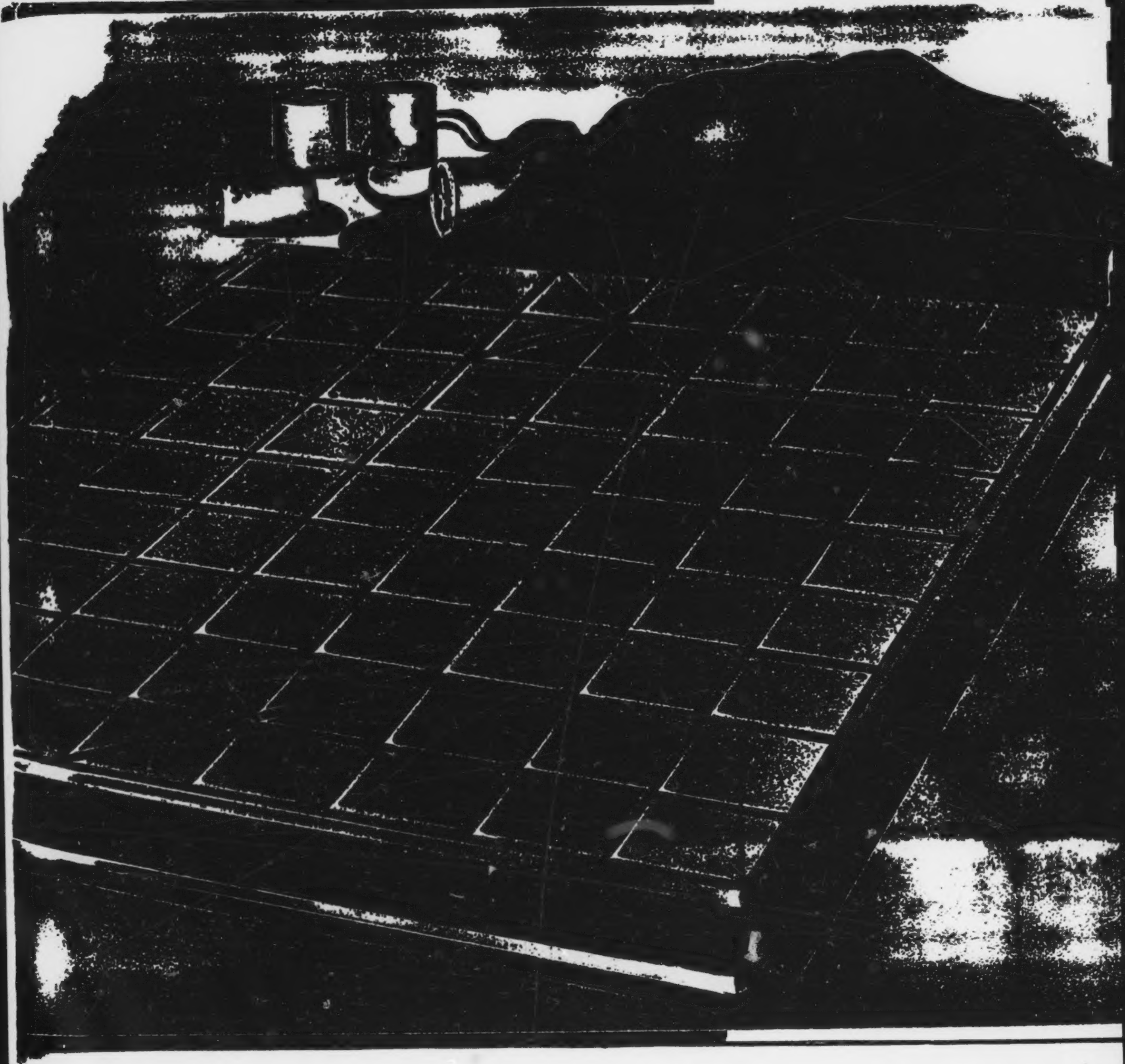
7 일곱

(ill-GUP)

There are **seven** types of pieces in the board game called *changgi* (CHONG-gee), which is a Korean kind of chess game. The game's two players each have one general, two chariots, two horses, two cannons, two elephants, two palace guards, and five soldiers. The object of the game is to capture the general.

Several other board games are popular in Korea. One, called *paduk* (BAH-dook), is a war game played with white and black stones. Old men often play these games on sidewalk boards or on park benches.





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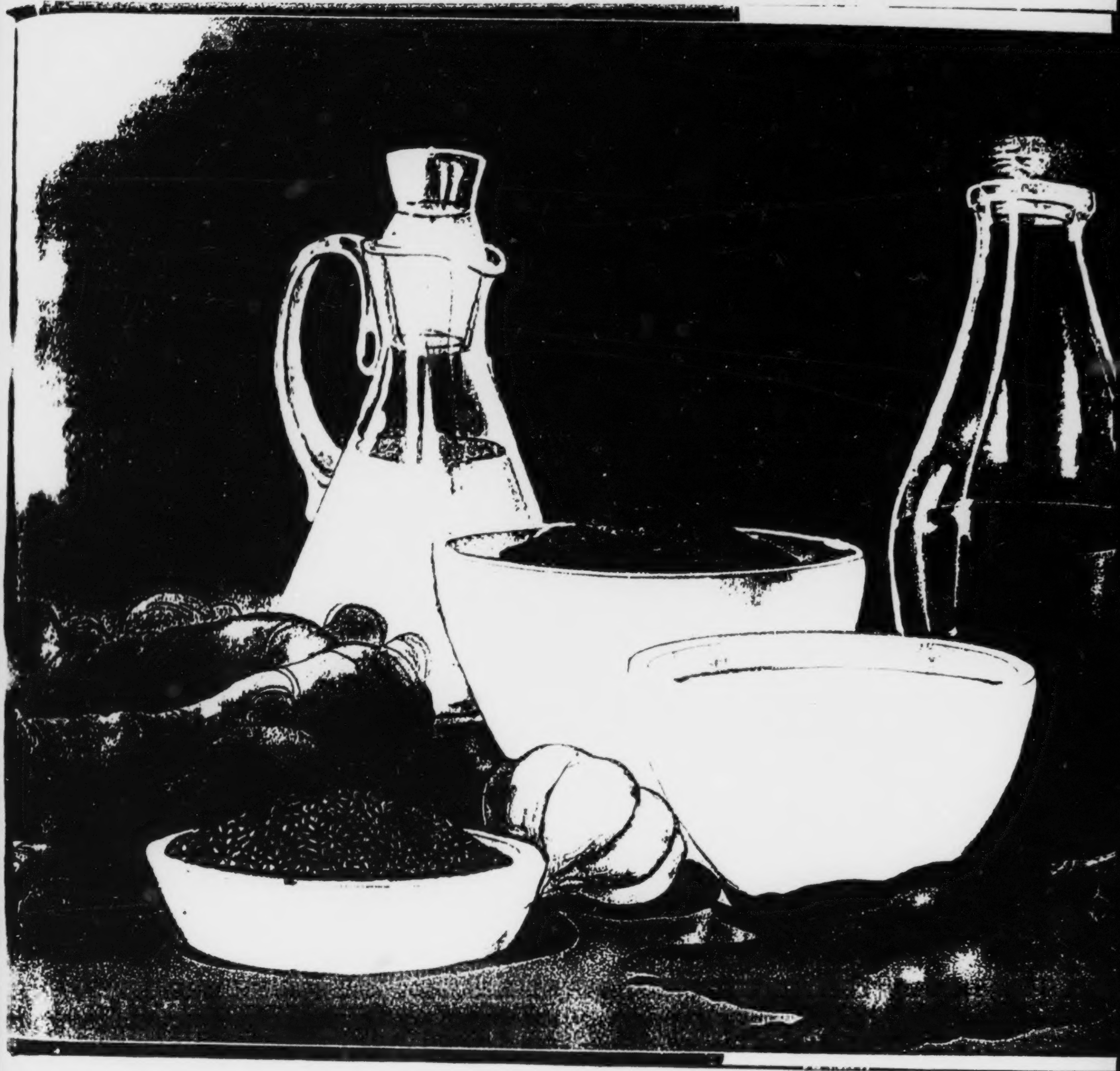
8 여덟

(yeh-DUL)

Eight kinds of seasonings are likely to be found at a Korean meal: red pepper, red pepper paste, soy sauce, soybean paste, ginger, garlic, sesame oil, and sesame seeds.

Much Korean food has a very spicy taste. Strong, hot foods are more common in Korean cooking than in Japanese or most Chinese dishes.

Another difference between Korean food and that of Japan and China is that in Korea a meal is not served one course at a time. Instead, all the dishes in a meal are served together.



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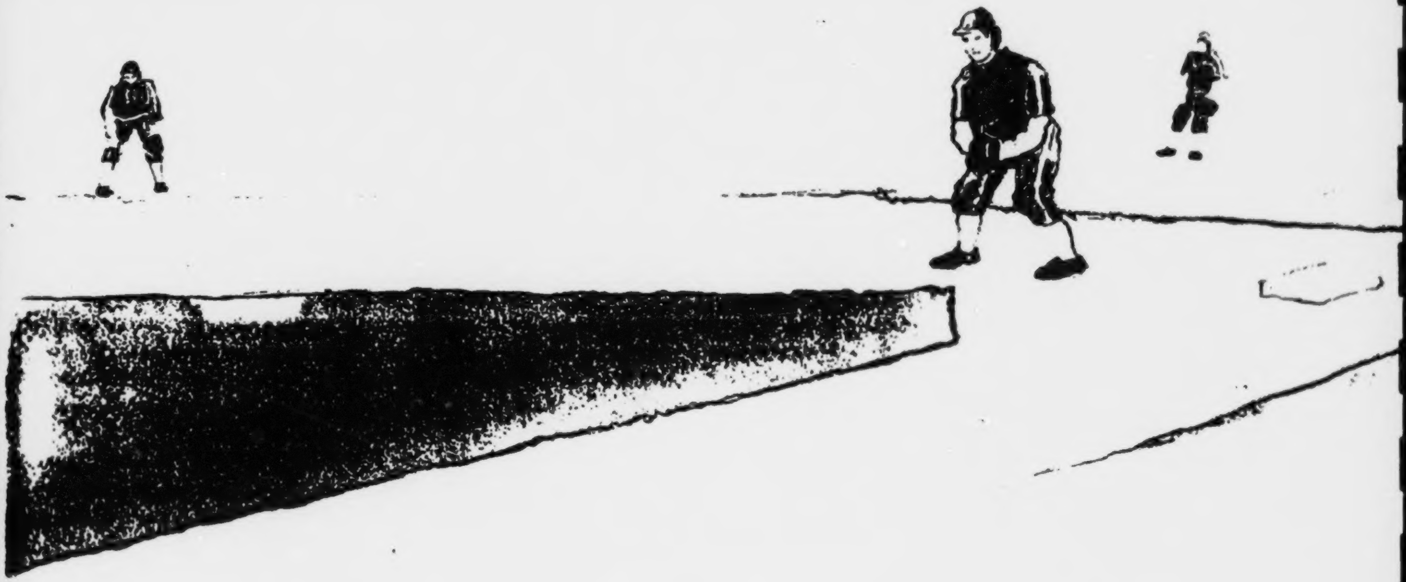

9 아홉

(AH-hope)

There are nine players on a baseball team. Baseball is almost as popular in Korea as it is in the United States. It was introduced in 1906 to Korea by YMCA (Young Men's Christian Association) workers at the German Language Institute in Seoul.

The first Korean professional baseball league was formed in 1982. That year, South Korea won the 27th World Baseball Championship, which happened to be played in Seoul.

ㅏ
ㅑ
ㅜ
ㅠ
ㅡ

ㅣ ㅓ ㅕ ㅗ ㅛ

10 열

(yul)

There are **ten** vowels in the Korean alphabet, which is called *han-gŭl* (HONG-ol). Koreans are very proud of their alphabet.

Before the invention of their own alphabet during the 1400s, Koreans used Chinese characters for writing. These were hard to learn, and only the rulers and the wealthy had the time and money to learn how to write them. Then King Sejong the Great, who ruled Korea from 1418 to 1450, asked a group of scholars to develop a system of writing "for the people." *Han-gŭl* was the result.

Han-gŭl is easy to use in printing and in typewriting. Koreans believe that due to *han-gŭl*, their country has one of the highest literacy rates in the world: almost every Korean can read and write.

Pronunciation Guide

1 / 하나 / hah-NAH
2 / 둘 / tool
3 / 셋 / set
4 / 넷 / net
5 / 다섯 / TAH-sut
6 / 여섯 / YEH-sut
7 / 일곱 / ill-GUP
8 / 여덟 / yeh-DUL
9 / 아홉 / AH-hope
10 / 열 / yul

FAMILY CELEBRATIONS

A Comparison of Korean and American Cultures

GRADE LEVEL: Primary **AUTHOR:** Mary Haas

TIME REQUIRED: One class period

OBJECTIVES:

As a result of this lesson, students will:

1. identify holidays and describe ways they celebrate them with their families.
2. identify special celebrations in the Korean culture and describe the activities of the families on those occasions.
3. complete a Venn diagram which lists unique and common family celebrations in Korea and the United States.

MATERIALS REQUIRED: Reading and worksheet provided with the lesson

PROCEDURES:

1. Ask: "What are the names the holidays that you and your family celebrate?" List the students' responses on the board.
2. Divide the list of holidays into those all classmates celebrate and those only some of the members of the class celebrate. Look at the list of holiday names and group them by categories such as religious, ethnic or heritage, individual, and national.
3. For each holiday, ask the students to briefly share some of the special things that family members do to celebrate each holiday. Make a separate list of all the special and unique ways American families celebrate their holidays.
4. Distribute the reading: Korean Celebrations and read the selection aloud to the students.
5. Now distribute the Venn diagram worksheet and ask the students to work in cooperative groups of three to complete it.
6. Using a whole class discussion, check and complete a class Venn diagram by asking the different groups to provide one listing from each category until all of the small groups' correct ideas are included on the class diagram. Count the number of different or unique entries for the U.S.A. and for Korea. Count the number of like or common ways families celebrate. Ask: " Which of our lists is the longest?" " What does this tell us about the similarities and differences of families in the U.S.A. and Korea?" Ask these students to identify which of the Korean holidays are similar in their purpose with holidays celebrated by families in the U.S.A.?"
7. Summarize the lesson by asking: "If you could talk with students in a Korean school and ask them to tell you things about their family celebrations, what do you think they would say?" "What would you tell Korean students about your family celebrations?"

EVALUATION:

Ask the students to identify important ideas they have learned about American or Korean holiday celebrations. List their answers on the board.

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Korean Overseas Information Service. (1994). A Window On Korea. U. Seoul, Korea: Seoul Systems Co., Ltd.

KOREAN CELEBRATIONS OF HOLIDAYS

In ancient Korea the calendar was a lunar calendar which means all months have the number of days that it takes the moon to pass through its phases. This type of calendar was often used in ancient cultures throughout the world. The days for celebrating festivals were identified as a certain number of days after a particular moon. The western or Gregorian calendar, based on the sun, has different numbers of days in various months. Koreans began to use the Gregorian calendar in the early 1900's. Since most Korean festivals and holidays have their origin in ancient times, the day for a celebration is derived from the lunar calendar. This means that in today's Korea a holiday may not always be celebrated in the same month. For example, Buddha's Birthday is the eighth day of the Fourth Moon, which is usually in the month of April or May. This may seem confusing because you are only familiar with the Gregorian calendar, but the Korean people have no trouble determining when they celebrate their holidays.

Traditionally, the first month of the year was very important because it marked the beginning of a new year and many activities took place throughout the entire month to please the spirits and bring good luck to the family or the village. Since most of the people were farmers, many of the games and ceremonies were closely related to farming and the need for good weather and natural conditions to grow enough food. In ancient times people remained awake all through the night on the last night before the New Year. Among both the royalty and the farmers music and special services were presented to drive out evil spirits so that the New Year would be filled with good fortune.

In Korea the first day of the First Month is Sol, New Year's Day. It is one of the biggest holidays of the year. To observe this day people take off work to share it with their family. They dress in their very best clothing and conduct ceremonies to honor their ancestors. Younger members of the family pay honor to the older members by bowing to them and taking New Year's greetings to older relatives and neighbors. A feast is prepared and eaten by the family.

The 15th day of the First Moon finds people celebrating by eating various kinds of nuts and setting off firecrackers to rid themselves of harmful spirits, insects, and animals. In the moon's light traditional games are played. Neighboring villages take part in mock fights, tugs of war, and stone fights while hundreds of spectators watch. Traditionally, it was believed that the winning village would be blessed with bumper crops.

Hanshik, which falls on the 105th day after the winter solstice, is usually celebrated in April. Families visit the graves of their ancestors to pay respects and repair the tombs by planting new grass on the grave mound.

The eighth day of the Fourth Moon is the celebration of Buddha's Birthday. While the majority of Koreans are not Buddhist today as they once were, Buddhism is still widely practiced and the history and traditions of Korea are greatly influenced by Buddhism. Therefore, this day has been designated as a national holiday. People visit the temples and shrines and hang special lighted lanterns in the shape of a brightly colored lotus flower in honor of their families and Buddha.

On the fifth day of the Fifth Moon is the holiday Tano. On this day people rest from work, dress in their best clothing and feast as they did on New Year's Day. Traditionally, men had wrestling matches and the winner would receive a bull, while the women had a swinging competition with a gold ring as the prize.

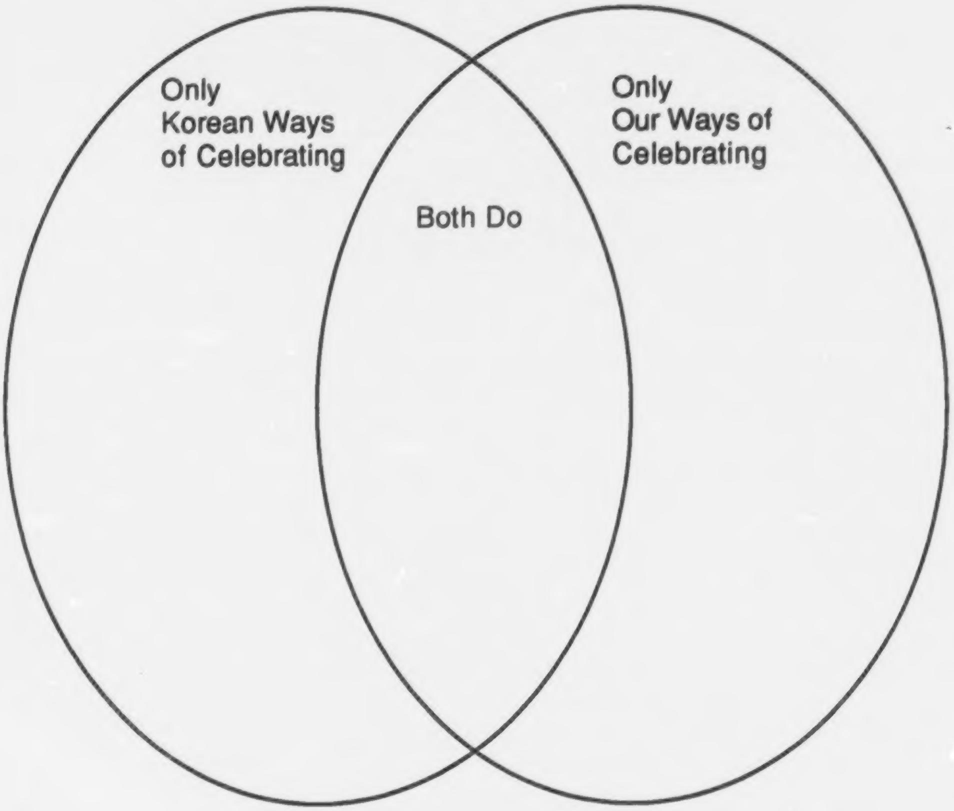
Ch'usok, the Harvest Moon Festival, is celebrated on the 15th day of the Eighth Moon (usually in September or October). Ch'usok is celebrated with much enthusiasm and enjoyment. It is a national holiday marking the end of the agricultural season and its harvest. Feasting is only a part of the celebration. Families visit the shrines and tombs of their ancestors, often traveling long distances to be able to participate in the memorial services. Offerings of fresh foods from the new harvest and flowers, too may be brought to honor the ancestors. The traditional dress with its bright colors is worn and in the evening everyone views the full moon.

In the Tenth Moon is Kimjang. During this month enough kimch'i (pickled vegetables) is prepared to last through the three months of winter. Kimch'i is an essential part of each meal but it is not the main dish. Often more than one type of kimch'i is served with a meal.

Since a larger number of Koreans follow Christianity than any other single religion, the Christian holidays of Christmas and Easter are celebrated in the churches with special religious services.

WORKSHEET

CLASSIFYING WAYS FAMILIES CELEBRATE



KOREAN CULTURE MYSTERY BOX

GRADE LEVEL: 4-6 **AUTHOR:** Marlene M. Johnson

SUBJECT: Social Studies/Geography

TIME REQUIRED: One class period for the introduction. Two to three weeks for the unit.

OBJECTIVES:

As a result of this lesson, students will:

1. have hands-on experience with artifacts that represent Korea.
2. identify the items and discover the culture they are investigating.
3. write information about the clues into sentences and group them into paragraph form.

MATERIALS REQUIRED:

Twenty appropriate artifacts related to the Korean culture.
Handout numbered to twenty.
Twenty small or large zip lock baggies.
Resources such as atlases, encyclopedias, almanacs, maps, globes and CD-ROM

BACKGROUND:

The artifacts may be collected by the teacher, though the included handout provides ideas for additional Korean artifacts. Remember, students are not told the name of the country, as they will be trying to discover the country's identity based on the artifacts.

PROCEDURES:

1. Each artifact may be placed in a small or large zip lock baggie and numbered. The artifacts should be strategically placed around the room.
2. The class will be divided into groups of two.
3. Inform the groups that they are to identify the artifacts. Tell the students that they are to try and guess the identity of the country based on the information obtained from the artifacts. Remind them to keep the name of the country a secret from the other group after they have made the discovery, but that they should inform the teacher once they have identified the country.
4. Each student will be given a handout numbered to 20 for the purpose of identifying the artifacts.
5. Students will use their skills to identify the artifacts and country. Resources such as atlases, encyclopedias, almanacs, maps, globes and CD-ROM will be available to help them.
6. Students will identify many of the objects and guess the country. This activity may take 2-3 days.

7. Once a group has discovered that Korea is the mystery country, students will use available resources pertaining to Korea to learn more about the artifacts and the culture.
8. Students will write the information in sentences and eventually group the sentences appropriately into paragraphs.

EVALUATION:

1. Were the students able to identify the artifacts and the mystery country?
2. Were the students motivated to use available reference materials to gain a first-hand experience of Korea?
3. Were the students able to write information about Korea and organize it into meaningful paragraphs?

ENRICHMENT:

Students may organize a Korean Culture Day incorporating their newly acquired knowledge. They may set up the classroom with activities and centers and invite other classes to participate. Some examples of the centers are passport stamping, games, history, food, education, geography, architecture, and the arts.

Examples of Clues (to be put in large and small zip-lock baggies)

1. Tea bags; rice
2. Photo of Grand Palace (in Seoul), with no labels
3. Map of Korea - with only the shape, no words
4. Latitude/Longitude on a small piece of paper
5. Tape of Korean music, not labeled as Korean
6. Clothing
7. Notecard with population
8. Picture of clothing or a small Korean garment
9. Recipe and/or picture of Kim Chi (hot cabbage dish)
10. Picture of a native animal
11. Famous person photo
12. Historic Landmark photo
13. Small book or writing in Hangul
14. Picture of popular sport
15. Pictures of a symbol about several religions in the area
16. A write up about the high value of education in Korea, but white out Korea when it appears.
17. Chopsticks
18. Information about vegetation
19. Piece of steel or picture of steel
20. Paper model of Hyundai cars

USING KOREAN NUMBERS

GRADE LEVEL: Middle/High School **AUTHOR**: Harold Christensen

SUBJECTS: Cultural Studies, Math

TIME REQUIRED: One class period

OBJECTIVES:
As a result of this lesson, students will:
1. use Korean pronunciations to identify numbers.

MATERIALS REQUIRED:
Handout of Korean numbers
Exercise(s) on Korean numbers

PROCEDURES:
1. At some point in a study of Korean culture, have students become more familiar with the Korean language by having them complete one or more of these exercises involving the Korean pronunciation of numbers.
2. Depending on the age of the students and their math skills, have them complete one or all of the exercises on Korean numbers.
3. Point out that:
    a. there are two number systems, Chinese and Korean.
    b. the pronunciations used here are Korean.
    c. the numbers are written in Arabic.

EVALUATION:
Check selected answers to determine if the student has correctly identified the numbers.

ENRICHMENT:
1. Have students make up a number exercise of their own, exchange, complete, return, correct.
2. Make a number pronunciation chart to be used as a poster in the classroom.

Answers for Exercise #2

2,000	ee-cheon
2,002	ee-cheon-ee
2.022	ee-cheon ee-sib-ee
2,222	ee-cheon ee-baek ee-sib-ee
3,879	sam-cheon pal-baek chil-sib gu
4,050	sa-cheon oh-sib
8,324	pal-cheon sam-baek ee-sib sa
10,000	man
12,000	man ee-cheon
14,600	man sa-cheon lyuk-baek
16,740	man lyuk-cheon chil-baek sa-sib
18,987	man pal-cheon gu-baek pal-sib chil
20,000	ee-man
60,000	lyuk-man
30,600	sam-man lyuk-baek
22,090	eeman eecheon gu sib
87,543	pal-man chil-cheon oh-baek sa-sib sam
100,000	sib man
200,000	ee-sib man
500,000	oh-sib man
370,000	sam-sib chil-man
645,231	lyuk-sib sa-man oh-cheon ee-baek sam-sib-il
777,777	chil-sib chil-man chil-cheon chil-baek chil-sib chil
987,765	gu-sib pal-man chil-cheon chil-baek lyuk-sib oh
1,000,000	baek-man
1,100,100	baek sib-man baek

Answers for Exercise #3

9 + 5 = 14	sib-sa
23 x 3 = 69	lyuk-sib gu
45 ÷ 9 = 5	oh
100 - 56 = 44	sa-sib sa
250 ÷ 25 = 10	sib
17 + 28 = 45	sa-sib oh
98 - 33 = 65	lyuk-sib oh
47 + 24 = 71	chil-sib il
273 - 156 = 117	baek sib chil
168 ÷ 3 = 56	oh-sib lyuk
1,000 + 800 = 1,800	cheon pal baek
3,000 + 220 = 3,220	sam-cheon ee-baek ee-sib
321 x 4 = 1,284	cheon ee-baek pal-sib sa
2,000 x 81 = 162,000	sib-lyuk-man ee-cheon
5,023 + 99 = 5,122	oh-cheon baek ee-sib ee
1,864 x 10 = 18,640	man pal-sib lyuk-baek sa-sib
22,345 -18 = 22,327	ee-man ee-cheon sam-baek ee-sib chil
5,975 ÷ 5 = 1,195	cheon baek gu-sib oh
643 x 6 = 3,858	sam-cheon pal-baek oh-sib pal
432 x 15 = 6,480	lyuk-cheon sa-baek pal-sib

Korean Numbers

1	il
2	ee
3	sam
4	sa
5	oh
6	lyuk
7	chil
8	pal
9	gu
10	sib
11	sib-il
12	sib-ee
13	sib-sam
14	sib-sa
15	sib-oh
16	sib-lyuk
17	sib-chil
18	sib-pal
19	sib-gu
20	ee-sib
21	ee-sib-i
22	ee-sib-ee
23	ee-sib-sam
24	ee-sib-sa
25	ee-sib-oh
30	sam-sib
40	sa-sib
50	oh-sib
60	lyuk-sib
70	chil-sib
80	pal-sib
90	gu-sib
100	baek
101	baek-il
111	baek sib-il
200	ee-baek
300	sam-baek
567	oh-baek lyuk-sib chil
1,000	cheon
2,000	ee-cheon
3,000	sam-cheon
4,075	sa-cheon chil-sib oh
6.231	lyuk-cheon ee-baek sam-sib il
10,000	man
10,300	man sam-baek
13,000	man sam-cheon
16,800	man lyuk-cheon pal-baek
20,000	ee-man
50,000	oh-man
100,000	sib-man
110,000	sib-il-man
125,000	sib-ee-man oh-cheon
200,000	ee-sib-man
205,000	ee-sib-man oh-cheon
250,000	ee-sib-oh-man
1,000,000	baekman
10,000,000	cheonman
100,000,000	eok

Korean Number Exercise # 1

Directions: Using the chart of Korean numbers, write the Korean pronunciation of the following numbers.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________
24. ____________________
25. ____________________
26. ____________________
27. ____________________
28. ____________________
29. ____________________
30. ____________________
31. ____________________
32. ____________________
33. ____________________
34. ____________________
35. ____________________
36. ____________________

37 ____________________
38 ____________________
39 ____________________
40 ____________________
41 ____________________
42 ____________________
43 ____________________
44. ____________________
45. ____________________
46. ____________________
47. ____________________
48. ____________________
49. ____________________
50. ____________________
55. ____________________
60. ____________________
66. ____________________
70. ____________________
77. ____________________
80. ____________________
88. ____________________
90. ____________________
99. ____________________
100. ____________________
166. ____________________
200. ____________________
300. ____________________
567. ____________________
605. ____________________
625. ____________________
717. ____________________
747. ____________________
838. ____________________
1,000. ____________________
1,111. ____________________

Korean Number Exercise # 2

Directions: Using the chart of Korean numbers as a guide, write the Korean pronunciation of the following numbers.

2,000 ______________________________

2,002 ______________________________

2.022 ______________________________

2,222 ______________________________

3,879 ______________________________

4,050 ______________________________

8,324 ______________________________

10,000 ______________________________

12,000 ______________________________

14,600 ______________________________

16,740 ______________________________

18,987 ______________________________

20,000 ______________________________

60,000 ______________________________

30,600 ______________________________

22,090 ______________________________

87,543 ______________________________

100,000 ______________________________

200,000 ______________________________

500,000 ______________________________

370,000 ______________________________

645,231 ______________________________

777,777 ______________________________

987,765 ______________________________

1,000,000 ______________________________

1,100,100 ______________________________

Korean Number Exercise # 3

Directions: Complete the following number problems and then write the Korean pronunciation of the answer in the line that follows.

9 + 5 = ____________ ____________________

23 x 3 = ____________ ____________________

45 ÷ 9 = ____________ ____________________

100 - 56 = ____________ ____________________

250 ÷ 25 = ____________ ____________________

17 + 28 = ____________ ____________________

98 - 33 = ____________ ____________________

47 + 24 = ____________ ____________________

273 - 156 = ____________ ____________________

168 ÷ 3 = ____________ ____________________

For a greater challenge, try these!

1,000 + 800 = ____________ ____________________

3,000 + 220 = ____________ ____________________

321 x 4 = ____________ ____________________

2,000 x 81 = ____________ ____________________

5,023 + 99 = ____________ ____________________

1,864 x 10 = ____________ ____________________

22,345 -18 = ____________ ____________________

5,975 ÷ 5 = ____________ ____________________

643 x 6 = ____________ ____________________

432 x 15 = ____________ ____________________

KOREA'S VISION FOR THE FUTURE

GRADE LEVEL: 9-10 **AUTHOR:** William Wilen

SUBJECT: World Cultures

TIME REQUIRED: Two class periods

OBJECTIVES:
As a result of this lesson, students will:
1. analyze and evaluate one perspective of Korea's future based on what they have learned about past and present Korea.

MATERIALS:

Speech: "Korea's Vision for the 21st Century" by Dr. Chang-Yoon Choi.
Study Guide: "Cooperative Learning Activity Task: Korea's Vision for the Future".

BACKGROUND:

Historians are fond of saying "What's past is prologue." One interpretation of this is that clues to what the future holds may lie in the past. Learning about Korea's past and present is essential to understanding the nature of its society and character of the people. Korea has the potential to emerge as a major player on the global stage following in the footsteps of Japan. Because the United States has a major commitment to Korea, speculating about its economic, foreign policy, and military future is critical to increase our understanding of this important ally.

PROCEDURE

Period One:

1. Announce to the class that they are about to begin a Jigsaw cooperative learning activity. Describe how Jigsaw works, and specify the conditions needed for Jigsaw to be effective. Also inform students of their responsibilities to not only the group but also to themselves, as they will be required to do an individual follow up writing assignment. Relate the cooperative learning exercise to the appropriate aspects of Asian, and specifically Korean, society and culture studied previously.
2. Review briefly the source material.
3. Review handout: "Cooperative Learning Procedures - Korea's Future"
4. Organize study groups of three students each and handout one of the three following sections of the speech to each student to read for homework:
    a. Korea will transform from a developing to an advanced country;
    b. Korea's status will grow as it joins the global community;
    c. Korea will reunify.

   Students will also answer the study questions on the handout.

Period Two:

Period Two:

1. Review the rationale and procedure for the cooperative learning activity.
2. Form students into expert groups with other students who have read the same section of the speech. Their task is to share information on the article and arrive, by consensus, at answers to the questions. A further responsibility is to discuss how their section of the speech might be taught to others who have not read it.
3. Students then return to their original study groups (three each) and take turns teaching their sections of the speech to the other two students.

EVALUATION:

With the above information now disseminated, assign the individual task of writing a two or three page essay written on the following subject:

> Critique Dr. Chang-Yoon Choi's perspective on Korea's future by analyzing all three parts of his speech. Compare what he said with what you have learned about Korea. Do you agree or disagree with what he has said? Why or why not? Support your views with reference to specific facts from your studies and the speech.

ENRICHMENT:

Have students search the current literature for other articles that speculate on Korea's future in the general areas of economic development, globalization, and reunification. Compare Dr. Chang-Yoon Choi's view with other experts' views as to Korea's future.

COOPERATIVE LEARNING ACTIVITY TASK: KOREA'S VISION FOR THE FUTURE

OBJECTIVE:

Students will analyze and evaluate one perspective of Korea's future based on their perspective of what they have learned about past and present Korea.

DR. CHANG-YOON CHOI'S SPEECH:

"Korea's Vision for the 21st century." His three predictions:

- a. Korea will transform from a developing to an advanced country;
- b. Korea's status will grow as it joins the global community;
- c. Korea will reunify.

EXPERTS' QUESTIONS (to be answered for all three parts of the speech as each is read and discussed in expert detail):

1. While the prediction is a positive view, what are some of the negative aspects?
2. What specific facts does Dr. Choi use to support his view?

ESSAY:

Critique Dr. Chang-Yoon Choi's perspective of Korea's future by analyzing all three parts of his speech. Compare what he said with what you have learned about Korea. Do you agree or disagree with what he has said? Why or why not? Support your views with reference to specific facts from your studies and the speech.

"KOREA'S VISION FOR THE 21st CENTURY"
Speech by Dr. Chang-Yoon Choi
Korea University, June 1995

Prediction #1: Korea will transform from a developing to an advanced country.

Korea's goal for the 21st century is to become a developed country. It is not, however, that easy for a developing country to cross the threshold and become a developed nation. It is not only a matter of the growth of the nation's per capita income but also the comprehensive improvement of the quality of life of its people.

There is no doubt that our national income per head will continue to increase, and if the pace of our economic growth over the past three decades continues, we could possibly become an advanced nation, at least in economic terms, in the 2010's.

We could, of course, reach a stumbling block in our progress. Historically, very few underdeveloped or developing nations have become advanced societies. Japan is, perhaps, one example of a nation that has become an industrialized nation during the 20th century. By the early 20th century, Japan had already achieved industrialization and modernization which served as a foundation for it to emerge as a newly advanced nation by the mid-20th century.

On the other hand, there are many partly developed countries which have striven to enter into the camp of advanced nations only to have failed at the last moment before their dreams came true. One distinct example of this is Argentina which enjoyed a national income per head comparable to that of many advanced nations as recently as 20 to 30 years ago. But Argentina has been stifled in its effort to step up from its status as a mid-level developing country to an advanced nation. The same may be said of Brazil, Chile, and several other South American countries.

Why is it so difficult to progress into a developed nation? The major reason is related to the critical importance of acquiring technologies needed for such progression. South Korea is a typical case in which a nation enjoys rapid growth through borrowed technologies.

An index which is often used to indicate technological competitiveness is the share of technology-intensive items in the overall exports of a nation. In 1991, Japan sold technology-intensive products which amounted to 80% of its total exports, Germany recorded 65%, and the U.S. 60%, while Korea's share was no more than 45%. This indicates that Korea trails far behind most advanced countries in terms of technologies.

It is natural, then, that the Korean government has placed considerable emphasis on strengthening Korea's technological competitiveness. Korea's investment in R&D was a meager 1% of its GNP in the early 1980's, but has exceeded

2.3% during the early 1990's/ Korea is expected to further increase this level to 4% before the year 2010.

The key determinant of global competitiveness in the future is advanced technologies and skills. In this respect, Korea's geographical location and industrial structure are conducive to development.

Korea has a major advantage in that it is geopolitically close to the U.S. and Japan which are the world's technology leaders. Moreover, Korea's leading industries are its electronics industry and automobile industry, which are regarded as industries characteristic of developed nations. This situation is believed to be favorable for Korea's future industrial development.

Northeast Asia where Korea is located is a very dynamic region in the world economy. In this region, Japan continues to hold the lead in both financial clout and technological capability. China will probably emerge as the most powerful economic giant early in the 21st century on the basis of its abundant source of labor and its potential for achievements in science.

Although Russia is experiencing some difficulty as it goes through some transformation, once its market-based economy settles into place, with its wealth of natural resources and technologies, it can also become a world power once again.

One could plausibly imagine, of course, that Korea, surrounded by such world powers, might become subjected to foreign influences again through only a slight misjudgment. But Korea must take as much advantage as possible of its geographical proximity to, and cultural affinity with, those nations which have large markets and superior technologies.

As I mentioned earlier in my presentation, it is worth mentioning again that the democratization Korea has achieved is important because securing fundamental human rights and freedom is one of the most important criteria for becoming an advanced country.

Furthermore, democratization contributes to economic development. Some argue that dictatorship is good for economic growth, and this idea has been used to explain Korea's economic progress. But we should remember that this theory is only applicable to an underdeveloped economy.

The scale of our economy has become so large and complex that it is no longer possible to manage our economic system on the basis of a government-initiated planned economic system. Thus, we will have to maximize our use of the strong points of a free market economy which promotes self-regulation and individual creativity.

KOREA'S VISION FOR THE 21st CENTURY"
Speech by Dr. Chang-Yoon Choi
Korea University, June 1995

Prediction #2: Korea's status will grow as it joins the global economy.

With the 21st century approaching, Korea's contributions to the world community will be greatly expanded as compared to its present role. Above all, Korea will fulfill its international obligations and role as an OECD member-nation. Last April, Korea submitted its application for admission into the OECD as a full member. It is expected that Korea will be admitted by the end of 1996, after going through some normal procedures. When the entry is finalized, Korea will, as it were, take its first step in joining the groups of advanced nations.

Korea is now approaching a US$10,000 per capita national income, possibly becoming the 10th largest economy in the world. Korea has come a long way from one of the worst basket-case nations in the 1960's.

With its OECD entry as a milestone, Korea's economic system and customary practices will further be reformed and opened more rapidly. Then Korea will actively participate in the formation of the world's new economic order. Therefore, entry into the OECD is undoubtedly Korea's chance to take a leap and become an advanced nation.

In addition, at the U.N. General Assembly this fall, Korea will likely become a non-permanent member of the U.N. Security Council unless something unexpected happens. To become a member of the U.N. Security Council is very significant for Korea, which was not a U.N.-member nation until 1992, when South Korea became a U.N. member nation simultaneously with North Korea. That is, Korea will play a role equivalent to its national strength, and Korea's contribution to the international community will be greatly expanded.

When Korea becomes an OECD member-nation, its support for ODA, which now amounts to 0.04 percent of its GNP, will be significantly increased. Also, when Korea becomes a member of the U.N. Security Council, its voluntary contribution to the U.N. will have to be readjusted upward, and its participation in and contribution to all types of U.N. activities will be expanded.

In addition, Korea's goal of hosting the 2002 World Cup is a part of its efforts to build a stronger foundation of "Korea in the World Community." The 1988 Seoul Olympics provided an excellent opportunity for the development of Korea. Similarly, if Korea hosts the 2002 World Cup, it will mark another turning point in the progress of its national development.

Korea is competing against Japan for the opportunity to host the 2002 World Cup, a competition which will continue until June of next year when the host country will be decided upon. Up to this time, Korea has reached the finals competition of the World Cup four times, while Japan has never advanced beyond regional play. There has never been an instance to date in which a country which has not reached the finals competition of the World Cup has hosted the event.

Based on the achievements, mounting public confidence, and his vision for the future, President Kim Young Sam presented his concept of globalization to the Korean people as his new paradigm for the future development of Korea.

I take pride in the fact that the Korean Foundation plays an important role in enhancing the awareness of Korean culture in the world. The Korea Foundation is dedicated to academic, cultural, and personnel exchanges between the peoples of Korean and the rest of the world, endeavoring to strengthen the ties of friendship and cooperation among the members of our global village.

Korea, in the years ahead, needs far-sighted efforts to promote mutual cultural understanding and personnel exchanges corresponding to the development of economic relations. Unless the world can understand and appreciate the culture of Korea, we may not be able to expect the enhancement of Korea's status in the world community. In this respect, the role of the Korea Foundation cannot be over emphasized.

Korea's export volume is currently 2.3% of the world's total, ranking 12th in the world in terms of exports last year, up from 13th in 1993. In terms of GNP, Korea is ranked 15th in the world. Because of these rapid economic developments, we are inclined to consider Korea's status in the world community primarily from an economic point of view. However, Korea must strengthen its external relations not only in the economic field but also in other fields in the future. It is in these other fields that the Korea Foundation plays a vital role. I am proud that the Korea Foundation, within three years of its brief history, has been successful in advancing Korean Studies overseas and promoting a better understanding of and interest in Korea worldwide.

"KOREA'S VISION FOR THE 21st CENTURY"
Speech by Dr. Chang-Yoon Choi
Korea University, June 1995

Prediction #3: Korea will unify

Unification is our supreme national goal. No matter how difficult it might be and however long it will take, the Korean government and people will exert their best efforts to build a foundation for peaceful unification.

In particular, the sudden demise of the Soviet Union and the end of the Cold War between the USA and the USSR have further intensified the cherished dream of Koreans for unification. Furthermore, the collapse of the Berlin Wall in 1989 has greatly shocked Koreans and has made us regard the unification not as a dream but as a feasible reality.

Consequently, during the past few years, there has been much fervent discussion and research at home and abroad on when and how unification will be realized.

In what manner will unification be realized? There are a few possible scenarios. The first is the case in which North Korea collapses abruptly, as East Germany did: that is, an "absorption unification by South Korea" scenario.

In this case, the North Korean people's discontent with its isolationist Communist state would reach a climax and thus they would rise in anti-establishment revolt.

However, I don't count on this particular scenario at present. Above all, I don't want to see a tragic collapse of the North Korean system. Furthermore, North Korea is a totally controlled and closed society. Also, though it is true that North Korea's economy is having a difficult time, the North Korean people have adapted themselves to this kind of hardship for a long time. They are also forced to believe that their plight is caused not by their socialist system or leadership, but by the US and South Korea.

In this expect, one must recognize that the Korean unification issue is markedly different from the case of Germany.

The Korean peninsula is the only place on earth where the Cold War flared up into a hot war. The bitter memories of the wholesale death and destruction wrought by the war and the subsequent mutual hatred and distrust still affects the psyches of Koreans in the South and North alike.

Furthermore, there has been no way for private citizens in both Koreas to get in touch with each other. Koreans have been unable to exchange mail or telephone calls between the South and North, whereas in Germany millions were able to travel past the Berlin Wall to visit relatives and West Germans could sightsee in the East. Germans were able to freely watch TV broadcasts from the other side and journalists freely traveled between the two sides to gather news.

Moreover, trade and economic interaction between the two Koeas has been very minimal, as compared to the total of 16 billion marks of transactions during the final year of German division. Thus, the German division, though certainly painful for the German people, was a relatively peaceful affair, in contrast to the intensity of the Korean division.

Therefore, a more realistic scenario for Korean unification is a gradual one. Of course, this scenario takes quite a long time. And this requires the opening of, and change in, North Korea as prerequisites.

I think that the change and opening up of North Korea is inevitable in the long run. No matter how hard the North Korean regime struggles, a centralized socialist economic system will be obliged to accept change by the year 2000. Furthermore, by then, the one party dictatorship will likely be challenged.

Especially, North Korea's economy has been driven into dire straits since 1990. According to 1993 figures, the GNP of North Korea is no more than 1/10 that of South Korea, and the volume of trade of North Korea is only 1/30 that of South Korea. This gap will continue to be widening with the passage of time. Under these circumstances, the economic reform of North Korea will not be a matter of choice, but of inevitable fate.

In the past few years, North Korea's nuclear program has driven North-South relations to its worst crisis. However, as negotiations on the light-water nuclear reactors have reached an agreement, the situation on the Korean peninsula, including North-South relations, are at a turning point. This is because once the construction of the nuclear reactors reaches the working stage, personnel and material exchanges between North and South Korea will be unavoidable.

The recent agreement involving South Korea's rice aid to North Korea may be a starting point for the improvement of inter-Korean relations

About the time of the year 2000, we may be able to see a situation in which limited correspondence and restricted travel between North and South Korea has become a reality.

However, I have to point out that the attitudes of the powerful countries around Korea are also important factors affecting unification. The division of the Korean peninsula was a result of the power politics of these powerful countries such as the US and the USSR. Consequently, unification is inevitably connected with the changing of international politics. Especially, whether the US, China, Japan, and Russia want a unified Korea or a divided Korea is an important factor not only in Korea's unification but also in the duration of the North Korean regime.

Unification will bring many changes to the path lying ahead for Korea. In the short term, it will have a widespread impact on the Korean economy and society in general. In the long run, however, it will be of great help to the economic growth of Korea. Of course, it will cost a great deal to accomplish unification. However, the cost of division is much greater than that of unification.

When unification is achieved, the United Republic of Korea--unified Korea-- will probably be able to become the second greatest economic power in Asia, with a population of over 80 million and a GNP equivalent to that of China.

EAST MEETS WEST

Two Different Approaches to Progress and the Use of the Earth's Resources

GRADE LEVEL: 10-12 **AUTHOR:** Burnell Peterson

SUBJECTS: Environmental Studies, Geography, World History, Philosophy

TIME REQUIRED: Three class periods

OBJECTIVES:
As a result of this lesson, students will:

1. gain an understanding of the concept of "world view."
2. trace the historical events that created the Western world view.
3. explain the relationship between world view and the environment.
4. analyze the Asian philosophies of Taoism and Buddhism as they relate to the environment.

MATERIALS REQUIRED: Readings provided with the lesson: "Western World View" and "Eastern World View"

PROCEDURES:

1. Identify any current event that is related to the destruction of the environment, abuse of natural resources, wars of competition for natural resources, pollution, the greenhouse effect, ozone depletion, etc. This lesson introduction can be accomplished by assigning magazine or newspaper searches, soliciting student's suggestions on blackboard or overhead, or a teacher generated list of examples from teacher knowledge and experience
2. Ask the central questions:
   A. "How or why did we come to this current situation and potential crisis?
   B. "Are there other ways to think about the environment and the limited resources on the planet?"
3. Distribute and assign the reading of the handout "Western World View" after the lesson introduction.
4. Briefly touch on the following key ideas as a part of your follow-up discussion of the reading:
   A. Define the term "world view."
   B. Discuss the philosophy of the ancient Greeks as they related to world view and progress.
   C. Trace the events that precipitated the radical changes and reversal of ancient philosophy to that of today's industrial countries.
   D. Examine the events and connections that made current thinking on progress possible.
5. Distribute and assign the reading of the handout "Eastern World View" after the discussion on western world view.

6. Briefly touch on the following key ideas as a part of your follow-up discussion of the reading:
   A. Discuss the Taoist and Buddhist view on work, progress, and the use of natural resources.
   B. Examine the methods used by Buddhist monks at Haein-sa temple in S. Korea to defend their philosophy on the destruction of their local environment.
   C. Examine how a traditional house compliments the natural environment.
7. Point out that both philosophies have positive perspectives to offer and the students should have the opportunity to seek out those points for themselves. Conclude the lesson by leading students to choose the best points from each. This can be accomplished by constructing a pros/cons chart on the blackboard or overhead and soliciting student reactions. This could create the atmosphere for a lively and positive discussion.

EVALUATION:

An evaluation can be accomplished by assigning a reaction paper in which the students would write about an attitude or behavior of theirs that reflects the influence of a world view. In this paper students should try to imagine how this attitude or behavior would be altered if they lived somewhere else in the world. Introductory and concluding paragraphs should be included.

REFERENCES:

Rifkin, Jeremy "Entropy, Into the Greenhouse World" Bantam, 1989.
Schumacher, E.F. "Small Is Beautiful" Harper and Row, 1972.

Reading #1: "The Western World View"

On a spring day in 1750 Jacques Turgot, a French history teacher, walked into his classroom in Paris and delivered a lecture on past and future "world views." His lectures were to have a profound impact on the hopes and dreams of every man, woman, and child on this planet. The industrial revolution that followed his remarks made his forecast possible and set in motion a series of events that have connected the past to the present and led humanity to its present use and abuse of the Earth's natural resources and the destruction of its environment.

n c der to understand Turgot's remarks and follow the connections that led us to the sent one, we must ask and answer the following questions: What is "World View," hat were the world views of past civilizations, what did Turgot propose our world view ould be, and how could a history teacher's lecture possibly affect his students lives, uch less those of everyone who was yet to be born!

umans have always had the desire to explain the how and why of life and existence. e frame of reference that a people construct become part of their culture and can be lled their philosophy or world view. This aspect of culture is invisible and we are for e most part unconscious of how it affects the way we do things on a daily basis. ost of us live our lives without really thinking about why we do things the way that we .

e Greeks believed that the Gods created a perfect world, but that it was mankind's responsibility to keep it that way. The world had within it the seeds of cay locked in a box and we were all safe as long as no one opened it. Well, ndora did, and the seeds got out. Plato and Aristotle told their students that those eds would sprout if any attempt was made to alter the perfect world that had been eated. Progress and change, therefore, were not only undesirable, but had the tential to produce decay, chaos, and the destruction of everything good within the ciety. The Greek world view became a cycle that started with a "golden age" that s corrupted and destroyed by change and progress. After chaos things can only t better so the golden age would return again. The Greek parents' goal was to give their children a world that was exactly like the one they had gotten from their parents. So when someone in Plato's day asked you "What's new" your best response would be "Nothing." Pretty boring by our standards!

This cyclical world view lasted for a long time but by the Middle Ages had been replaced by a world view that can best be described as a straight line. Europeans, to become known as people of the West or Westerners, followed the teaching of Christ and believed that history has a beginning (creation), middle (the present), and distinct end (the Last Judgment). After the Last Judgment there will be no more history. Time ends and eternity begins. People who followed this linear world view had no desire to have progress or change. Their goal was simply to follow God's law, die, and be with Him in eternity after the Last Judgment. People in the Middle Ages would be pretty hard to talk to because questions that we take for granted like, "What do you want to do after graduation" or "What do you need to be happy" would only create a blank expression on their faces. They weren't stupid; they just didn't think the way we think.

And what of Jacque Turgot, the French history teacher? How could a history teacher have any effect on anyone? He studied the march of time and its effect on all the people who had lived and died during the eons that had preceded him. Ancient civilizations lived and died too, and as they did, a pattern began to emerge. Many civilizations bogged down and ended in fire and chaos, but the pattern that emerged showed steady progress over the centuries. And so progress became the key word in the minds of the great thinkers, and the West evolved the world view that you and I have inherited.

Turgot's lectures were followed by a number of philosophers and scientists who lived and worked independently of one another, but who succeeded in adding to the world view in which each new generation added to the overall advancement and progress for mankind. The machine age and the industrial revolution of England are an interesting study of how tiny historical threads woven together over time create the tapestry of life we know today. Some of the threads appear to be rather thin, but consider them an entertaining walk through the last three hundred years of western history.

The Industrial Revolution begins with the story of agriculture. In the 1700's English agriculture had reached its pinnacle of productive capacity for the times. That was about to change! Consider the following progression of events. The recently colonized lands in the New World made it possible for young Englishmen with determination to thrive on the export markets of sugar (West Indies) or tobacco (America). Many of these men wished to make their fortune and return to England with enough money to purchase land and farm in their home country. At this same time genetic engineering or breeding was becoming possible and these men saw an opportunity to turn mediocre yields into high yields. Animal husbandry, seed drills, and crop rotation allowed them to further increase the yields of their landholdings.

More food meant more people. This translated in the following way:
The social rule of the times was for one to get married and have children when it was financially possible to do so. Increased agricultural yields also increased the money one had and thereby made it possible to marry at a younger age. Of course, this meant more time in bed with your mate and consequently, more children. Unfortunately, England was already at the pinnacle of population density that made it impossible for everyone to have land, so these "extra" people became accessible to someone, anyone, who could find the means to employ them.

Enter the industrial connection. In 1709 a new technology in iron making appeared in England. The combination of limestone, iron ore, and coal (instead of charcoal) made it possible to produce iron in large quantities. England had used up most of its oak trees, its source of charcoal, but had a large quantity of coal in deep seams under the earth. Until then deep mining had not been possible for two reasons. The population was too busy producing food and the deep mines had a problem with ground water seepage. A previously invented toy called the steam engine and the increased population made it possible to pump water out of deep shaft mines and make large scale mining a reality. Railroads, powered by steam and built on tracks of iron, were used to transport the coal to the city where textile mill owners had discovered that the steam power could also be used to replace water power. Henceforth, cities could be built anywhere and the economic race was on.

But what would the factory do with all the stuff it could produce?

Adam Smith, an economist, wrote a book in 1796 called the "Wealth of Nations" and provided part of the answer to the question. Countries had to be able to trade freely and markets needed to be established to keep up with the supply that came out of the busy factories. Free enterprise and business competition was coupled to the Imperial British Empire and a beautiful marriage was consummated. Or so they thought. The British Empire organized their colonies to provide the natural resources needed by the businessmen in their factories. These capitalists provided jobs for millions of loyal British subjects who provided the labor to make more finished goods than England could possibly use. Many more millions of British subjects in the colonies became the markets for the goods and the Royal treasury filled to the brim.

The merchants grew wealthy and their workers prospered, too. The French teacher's world view fit quite nicely into the scheme because growth and prosperity were hallmarks of his world view and were essential to the success of good business. Colonies and Empire building caused wars in Europe, but even so, most of the world has seen unprecedented growth over the last three hundred years.

And so we live in a world that anticipates profit and growth at the end of every year. Each generation is supposed to have more and nicer things than the preceding generation. We've learned that last year's model isn't good enough and that success means having more than our parents did. But each generation is also using up more of the natural resources than the preceding one. Human population grows while the quality of the natural environment declines. Pollution increases while nonrenewable resources decrease.

Did it have to be that way? Most of us cannot imagine any other world than the one in which we live. We think, act, and feel the way we do because the tiny threads of history have been woven together to form the fabric in which we live. It is ironic that only now, as the fabric begins to fray and unwind, do we study the historical events that make us who we are.

Reading # 2 "Eastern World View"

The road to Haein-sa temple was an ascending track that followed a stream in South Korea. The earthy smells of lush vegetation were particularly pungent on this warm humid day during the summer monsoon. The mountain air was thick and heavy with moisture but void of the grit from the valleys of the cities far below. Large healthy trees formed a canopy of protective shade from the heat of the mid-afternoon sun and sheltered the birds that produced the only sounds on this quiet and peaceful mountainside. As I approached the temple grounds I began to notice long white banners written in Han'gul, the language of the Korean people. Buddhist monks from the temple sat at a table with paper and pen while tourists like myself sought our passports for identification. The petition drive was part of an effort by the monks to maintain their mountain environment in its pure and pristine state. A developer wanted to cut down the trees and build a golf course. Increased traffic, more people, and urban development were sure to follow and threaten the continued existence of this beautiful place.

The world view of the West with its emphasis on growth, development, and prosperity seems to be a part of the culture or way of life for people everywhere. And although most of the world seems to embrace the Western philosophy today, many people have questions about the wisdom of a way of life that believes it can grow and expand year by year, generation by generation. A study of Eastern world views indicates an interesting contrast to a way of thinking that most Westerners take for granted.

It might be helpful to note that this idea of "East and West" did not occur to anyone until Marco Polo and other merchants from Europe began to explore their world at the end of the Middle Age. They had heard about China, India, and Japan during the Crusades and had come to conclude that those places had immeasurable wealth that could be exploited through trade and commerce. And since they thought of themselves as being at the center of the world, then people in Asia had to be somewhere else! The sun rose in the east, the direction in which Asia could be found, and so Asians became the "people of the East."

As descendants of Europeans, or followers of their world view, we westerners would find the beliefs or culture of the monks at Haein-sa temple beyond our understanding. Briefly stated, the Buddhist monks believe that pain and suffering are a permanent part of life unless one follows a series of steps on a staircase that leads to Nirvana, a place of eternal peace. One of the steps is called "Right Livelihood" This step on the ladder of the Buddhists world view could also be called "Buddhist economics" or "How to efficiently utilize your resources and make a living." The following are some examples of how the Haein-sa monks would view work, materialism, and the utilization of our natural resources:

"The function of work is threefold: it gives a person a chance to utilize and develop his character, enables that person to overcome pride by joining with other people in a common task, and brings forth the goods and services needed for one's existence."

The essence of civilization is not in the possession of wants and material things, but in the purification of human character. Character is developed through one's work or contribution to the community."

In the western world view we measure a person's success through a device called the "standard of living" or one's annual consumption. In short, one who buys and consumes much is "better off" than one who buys and consumes little. The Buddhist world view would consider this measure of wealth to be highly illogical because they see consumption as a means to physical wellness and maximum wellness is achieved through minimum consumption. This Eastern world view believes in a modest consumption of natural resources and a country that follows this philosophy is less likely to be at its neighbor's throat seeking oil and iron for its own consumption. Local needs should be met through local resources. Non-renewable resources like oil and coal should be used only when no alternative exists because to rape the earth is an act of violence. Renewable fuels such as wood and water are preferred, but ideally the tree is already dead or the dam will not disrupt and destroy any life.

The cultures of the "people of the east" have flourished for thousands of years. The Europeans of Marco Polo's day lived in squalor whereas the Asians of the far east lived their lives in an environment that had seen consistent advances during the previous four millennia. The eastern world view saw people and nature as one and inseparable. Nature therefore was a force to be lived with harmoniously rather than a force to be conquered. This philosophy could be seen in every aspect of life. The houses, for example, were constructed of earth materials; walls of wooden poles cemented together by mud and straw, roof of rice straw thatch. The house was constructed above the earth and heated from below. Charcoal placed under the house warmed the floor, thereby warming the entire structure with a consistent radiant heat throughout. Hinged or removable doors and windows allowed adequate ventilation. A courtyard within the perimeter of the structure enabled the owner to enjoy a small garden of flowers and shrubs within the privacy of his home. Even the house shape reflected the natural environment as it mirrored the shape of the mountainous terrain beyond.

The East met the West with the arrival of Marco Polo and the thousands of merchants and businessmen who followed. Trade and commerce flourished over the next five hundred years and today one might think the cities and countries of the East have wholly adopted the western way of life. There is, however, a growing consensus in Asia that the ancient traditional world view should play a greater role, and that the ancient ways still make sense in a modern world. The monks at Haein-sa temple think so and have adopted the nonviolent techniques of Gandhi and Martin Luther King to demonstrate their resistance to the encroachment of development in their community. The Eastern philosophy on development may not be wholly acceptable to the culture of the West, but certainly has ideals worth considering on a planet of diminishing resources.

PART FIVE

ECONOMY (KYŎNGJE)

CHARACTERISTICS OF KOREA TODAY
Developing Meaningful Generalizations

GRADE LEVEL: Middle/High School **AUTHOR:** Mary Haas

SUBJECT: Social Studies

TIME REQUIRED: Three class periods

BACKGROUND:

The study of geography requires individuals to use and apply statistical information that describes places and their interrelationships. It also is a practical study which helps people, businesses, and governments solve problems and establish policies. This lesson is designed to teach students to interpret economic and social data and its abilities to help describe places and impact decision making. In the past 30 years the characteristics of the population in the Republic of Korea have become those of a modern developed nation. Beyond the pressures of continuing rising expectations from a population with a high standard of living, the population changes present additional pressures to both the social and economic traditions of Korea. Many of the problems facing Korea today are shared by other developing nations. In today's world developed nations are more linked economically than ever before and in turn require cooperation among people challenging national and personal loyalties. In this lesson students will examine changes in the characteristics of the Korean people and how this has changed the ROK. Students will form and evaluate generalizations on their potential accuracy and range of coverage. The lesson then illustrates an appropriate conclusion for middle school students that encourages students to use observation powers to affirm or challenge their generalizations. Activities are also presented for high school or university students to use applying geographic information to potential real world problems facing businesses and the U.S. government by extending the lesson to consider issues related to Korean reunification.

MATERIALS REQUIRED:

Population Pyramid and charts provided plus additional books and pictures on Korea.
A WINDOW ON KOREA. Korean Overseas Information Service. Seoul, ROK: Seoul Systems Co., Ltd., 1994.
A CD-ROM available for MPC/MAC.

OBJECTIVES:

As a result of this lesson students will:

1. describe major changes in the structure of the population and speculate on changes in the needs and wants of the Korean people in coming years.

2. describe the settlement changes that have occurred within Korea in the last 30 years and speculate on trends in the population distribution.
3. explain the role of trade in the economic life of a modern developed nation and its people.
4. speculate on the types of conflicts that might occur among people and interests within Korea because of changes in the distribution of people and the changes in the characteristics of Korean people.
5. test initial generalizations and evaluate the explanatory power of their generalizations and revise generalizations as needed.
6. identify additional data that might help affirm or better revise their generalizations.
7. work in small groups to locate additional data in pictures or readings that support or challenge their generalizations. (For middle school students.)
8. use generalizations made and tested in the lesson and consider implications for American business and governmental policies on the issue of Korean unification. (For high school and college students.)

Exploratory Introduction Phase:

Students will reveal their level of understanding about some key ideas used in the lesson. (Characteristics of places and interactions within and between places.)

Distribute to small groups of students unique problem statements with only one place specified. Have students meet for ten minutes and agree to a problem solution which they will briefly present to the class that answers the problem.

Problem Statement

How would you describe the characteristics of this (room, school, neighborhood, or city) to others so that they will be able to distinguish it from other similar places. Assume that you can get any facts and statistics that you might want to use to describe your place. Remember that the description of a place includes both its physical and cultural characteristics.

After a few minutes ask a member of each group to share their group's solution to the problem with the class. Ask class members if each solution enables them to identify how the particular place being described is uniquely different from other places (rooms, schools, neighborhoods, or cities). After all have reported ask, "What were the most important characteristics that you used to describe your assigned place?" Be certain to discuss how the population's characteristics help describe places. If needed ask, "Where would you be if all but one or two people in the place were ages five or six?" Ask: "How do knowing what products are produced in a place or brought into a place help you to understand a place being described?" "What place would you be describing if the only product coming into it and leaving it were books?" (Library) "What other things would need to come into or leave if you suspected that place were a book store?" Conclude this portion of the lesson by eliciting or stating that the characteristics of the population of a place can help to explain other characteristics of the place.

Invention Phase: In this portion of the lesson students will invent and test hypotheses, generalizations, and explanations to explain the data either located by class members or presented to them. Source of the population pyramid and tables provided for this exercise is the CD-ROM: Korean Overseas Information Service. A WINDOW ON KOREA. Seoul, ROK: Seoul Systems Co., Ltd., 1994.

Begin this teacher directed portion by having the students examine the Population Pyramid for the Republic of Korea Percentage by Age and Sex. Use the following questions to help the students to interpret the data shown in the pyramids.

1. How many years has elapsed between the two sets of data? How many generations are between the two sets of data?
2. What kinds of data are shown in the pyramids? What is the most noticeable difference in the two pyramids? What trend is present in the percent of women in the ROK?
3. How many years are represented by each of the bars in the pyramid?
4. About what year did the number of children in the population begin to decrease?
5. In the 1990 pyramid there are more females in the 15-20 year bar. Does the same thing appear to be true for the younger age groups? What explanation(s) might cause this increase of females or decrease of males to happen? Does the same trend appear in the 1960 pyramid? Among what other age groups are there more females than males?
6. Do you think the people of the ROK are healthy? What types of jobs do you think are increasing in number in the ROK? Decreasing in number?
7. What might be some problems associated with the increase in the larger proportion of older men and particularly women in the ROK?
8. Is there any evidence in either pyramid that the Korean people would prefer to have children of one sex over the other?
9. In what parts of the nation to you think the largest number of older people live? Are these the same places you would expect the largest numbers of children to be living? Explain the reasoning behind you answer. Where do you think the largest number of workers (ages 20- 65) live?
10. How accurate do you think our answers are? Which of the statements would you think most likely to be in error? What other types of data would we need to know if our answers are accurate?

Testing the answers students have given to the above questions and revising answers to include the new facts is the next step in the lesson. In small groups have the students use the following additional information and write statements they believe to accurately describe the ROK in each of the suggested categories. Distribute the Small Group Discussion Directions and the four charts (ROK Exports and Imports by Commodity Group, ROK Exports and Imports to Principal Nations, Population Statistics for Korea 1960-1992, and Population of Major Cities of ROK (1990)) to each group.

Expansion Phase of Lesson: In this section of the lesson students review their generalizations and revise some to increase their accuracy. They will also explain the limitations of their conclusions by identifying additional data that could still improve the accuracy of their conclusions. Additionally the students are asked to consider the issue of Korean reunification and the problems this might bring to the Korean people and to issues impacting either policies of American business or the American government.

In a whole class discussion ask the groups to report their findings. Groups might take turns presenting one statement at a time or if space is available all groups might write statements on the board where they can be viewed for comparison.

Begin by asking: "What is one of the statements that your group has made you believe to be highly accurate?" "Why do you have greater faith in this statements than other statements?" Either have a representative from each group write one of these statements on the board or ask one group to write their statements. If only one group writes at a time ask the other groups to indicate, by raising their hands, if they worded a statement similarly to the way this group worded their statement. Discuss any significant differences and the reasons for the conclusions of the group. Allow groups to affirm other groups conclusions in a show of hands by asking: "How many other groups agreed with this idea?" List any unique conclusions made by other groups.

After most of the highly accurate conclusions have been presented ask, "Which statements did your have the most difficulty coming to an agreement about or which of you statements do you think might be less accurate?" Have these shared and the reasons for doubt shared by the class as a whole. Then ask the students to tell you what additional information they think they need to improve on the accuracy of less accurate statements. Ask: "Where might you get the information you need?" "Is it likely that such information exists?" "Might you want information that is not numerical?" " How might this information help you to decide on the accuracy of your statement?" "Are there any of the trends you see in the ROK that are similar to trends in the USA or other developed nations?"

Make a list on the board of some of the costs of the identified trends to the Korean economy, the Korean people, Korean families, or Korean culture. "Which of the trends do you think the Korean people might want to continue?" "What might the Korean people do to assure that these trends continue and remain what they would like to have happen?" "If the Korean people do not like the trends the statistics indicate, what might they do to change the trends?" Ask: "Predict a conflict that might arise over the use of a piece of land within one of the large cities?" "A conflict on the edge of one of the cities or metropolitan areas?" "What do you think are the conflicts or feelings about what is happening in the rural areas?"

Continuation and conclusions of the Lesson for Middle School Students:

Thus far in this lesson we have examined a small portion of the potential data available on the ROK. We have tried to make this data tell us more than isolated pieces of information by forming and evaluating generalizations. We have also said that we could use additional data to help us to evaluate how accurate our generalizations are. In small groups you should now search pictures and readings to find additional data that might affirm or challenge our generalizations. Working in the small groups that we used earlier in the lesson, each group should search for some picture or written data that supports or challenges one or more of the classes' generalizations to the following:

The most dominant occupations for men and women.
The preferred occupation young people would like to have.
The types of jobs that most people had in 1945.
The types of homes that most people live in today.
Changes in families and the relationships within the family.

Before beginning the group work discuss the possible helpfulness of such information as new laws, old and new pictures of Korea or Korean people, and brief descriptions of historical incidents or periods. Allow one class period for this research and for each group to prepare an oral presentation that reports their findings. Include the requirement of showing or explaining at least two new pieces of data that they have located. After the presentations students should revise any generalization they believe needs revision in light of their new data. Post the final generalization that the students make about Korea or create a bulletin board display that includes and illustrates the generalizations made by the class.

Continuation and conclusion of the Lesson for High School and College Students:

Remind students that Korea was divided as a result of political and economic conflicts that came about at the end of WWII, still many of the Korean people, including the youth, feel that they belong together in one nation with a long common history and culture. Point out the fact that the North Korean population does not have the high standard of living (per capita GNP 1994 of $923) of those in the ROK (per capita GNP 1994 $8,483, or 9.2 times that of North Korea) nor have they had experienced the same internal social and populations changes that we found true in the south. Ask: "How do you think reunification will impact the economic well being of the Korean people?" "Which Koreans gain more through unification?" "Will any Koreans face what they might consider unacceptable losses?" "What other problems do you think will be some of the problems they will face if and when they unite?" "Do you foresee that the U.S. will be negatively affected by a reunification of the Koreas?"

The U.S.A. and South Korea are big trading powers and since the Korean War the U.S. has had a special political and military relationship with Korea. The U.S. is concerned about North Korean policies which appear to continue to be militant and might promote the spread of nuclear weapons. The U.S. and North Korea reached an agreement in 1995 for assistance in return for a change from North Korea in their policies in the development of nuclear power reactors and the disposal of spent fuel rods with inspection of North Korean reactors by the International Atomic Energy Agency.

Brainstorm with the class a list some of the positions the U.S. might take on the Korean reunification issue. Then list a set of criteria for the economic and political relationships you think the U.S. needs to maintain with other nations in the future. Rate your list of positions against the criteria in a chart by degree of agreement with the criteria. Use a plus (+) for high, a minus (-) for low, and a zero (0) for no match. Identify which positions you would recommend to representatives of the U.S. government and which you would encourage them to avoid. Ask the students: "We consider these to be the best policies to follow. Assume that the U.S. government also does, can we be certain that the ROK will follow these policies?" "Why or why not? In reality what can the U.S. government or U.S. businesses do that might influence the Korean reunification issue?" "Do you think that they should try to influence Korean reunification?" "Explain your reasoning." Share the conclusions of your research with your representatives and senators in Congress.

REFERENCES:

KOREA UPDATE, vol. 6 (20). A biweekly review of news and current issues from Information Office, Embassy of the Republic of Korea, 2450 Massachusetts Avenue, N.W., Washington, D. C. 2008.

A WINDOW ON KOREA. Korean Overseas Information Service. Seoul, ROK: Seoul Systems Co., Ltd., 1994. A CD-ROM available for MPC/MAC

Small Group Discussion Directions

Using the population pyramid data (including our discussion) and the following summary statistics and charts, your group should agree on statements that you believe accurately describe the Republic of Korea today in each of the following ways. Be certain that all members agree to each statement and can explain why you believe it to be true.

1. The regions that are growing the fastest.
2. The regions where most of the children live.
3. Locations where people in their 20's and 30's live.
4. The most dominant occupations for men and women.
5. The preferred occupation young people would like to have.
6. The types of jobs that most people had in 1945.
7. The types of homes that most people live in today.
8. Changes in families and the relationships within the family.

Between 1945 and 1994 the population of ROK increased 266%. The size of the urban population increased 460% and the average life expectancy rose from 52.4 years to 71.6.

Between 1970 and 1994 the average economic growth rate was 8.1%.

Sector of the economy	Average annual growth
Manufacturing	12.8%
Construction & Utilities	10.7%
Services	9.9%
Agriculture/ Fishing	1.9%

Source: KOREAupdate. Vol. 6 (20) October 2,1995, p. 2.

Educational Changes in ROK--1960's-1994:

	% in high school	% graduates enter college	% female univ. grads
1963	23	No Data	No Data
1965	No Data	6	18
1994	89	34	42

Source: KOREAupdate. Vol. 6 (20) October 2,1995, p. 2.

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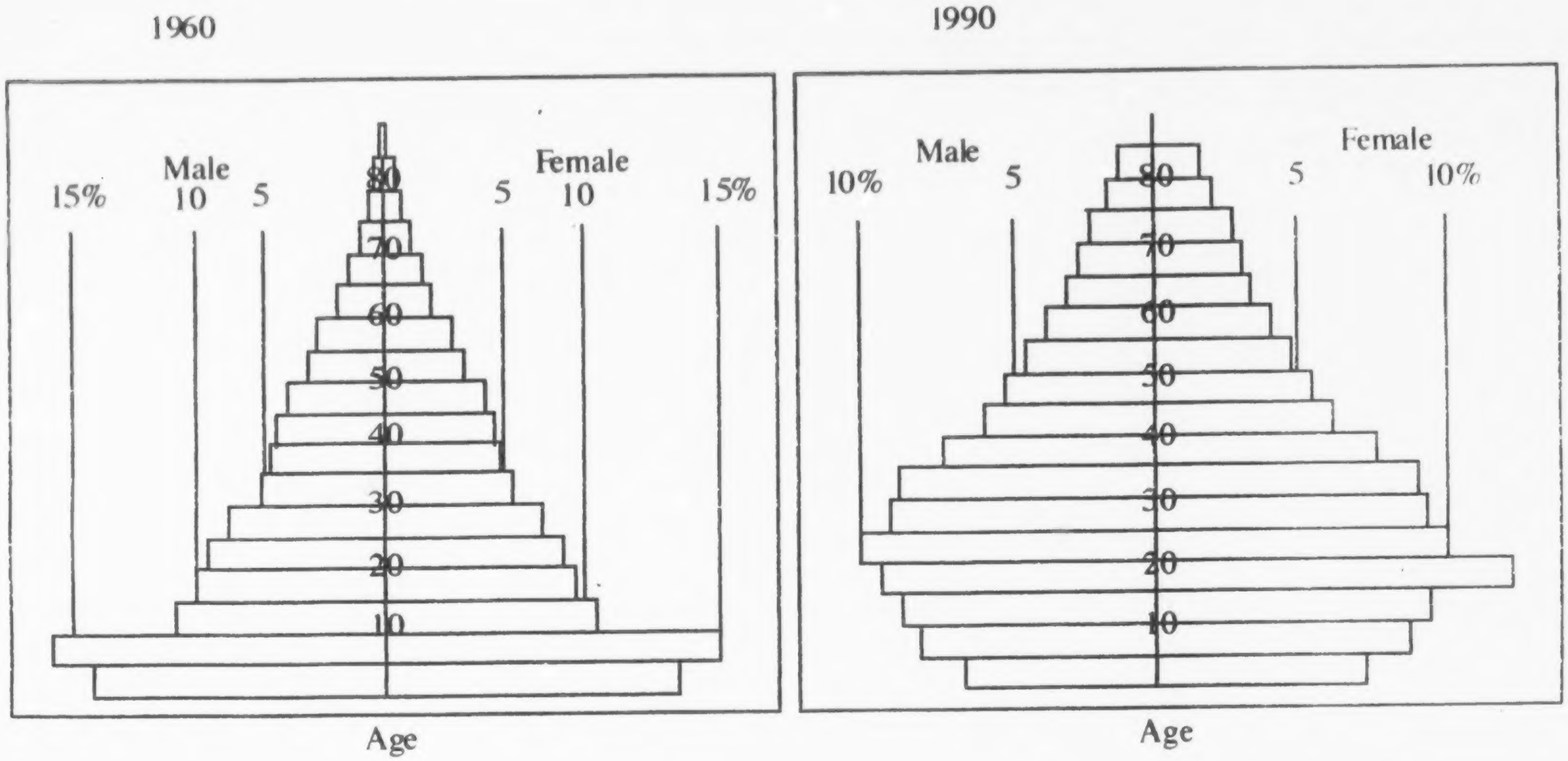
Population Pyramid for Rep. of Korea Percentage by Age and Sex



ROK Exports and Imports by Commodity Group

(million U.S. $)

	Exports			Imports		
	1980	1988	1993	1980	1988	1993
Total	17,504.9	60,696.4	82,235.9	22,291.8	51,810.6	83,800.1
Food & Live Animals	1,152.7	2,379.7	2,060.3	1,797.0	2,303.5	4,001.5
Beverage & Tobacco	124.2	131.2	72.3	84.9	88.0	262.7
Crude Materials & Inedibles(except fuels)	331.2	691.9	1,160.0	3,632.3	7,742.4	8,869.5
Mineral Fuels, Lubricants & Related Materials	46.4	584.4	1,851.7	6,659.6	5,986.7	15,052.6
Animal & Vegetable Oils & Fats	12.8	2.8	5.5	118.5	174.7	259.0
Chemicals	754.7	1,879.0	4,921.9	1,800.3	6,282.5	8,234.8
Manufactured Goods Classified by Material	6,251.9	12,643.2	20,685.6	2,449.6	7,970.7	12,069.7
Machinery & Transport Equipment	3,555.4	23,458.7	36,950.4	5,000.5	18,242.5	28,416.8
Miscellaneous Goods	5,229.1	18,860.4	14,233.3	687.3	2,882.3	6,147.8
Not Classifiable	46.5	65.1	294.9	61.8	137.3	485.9

Source: Office of Customs Administration

ROK Exports and Imports to Principal Nations

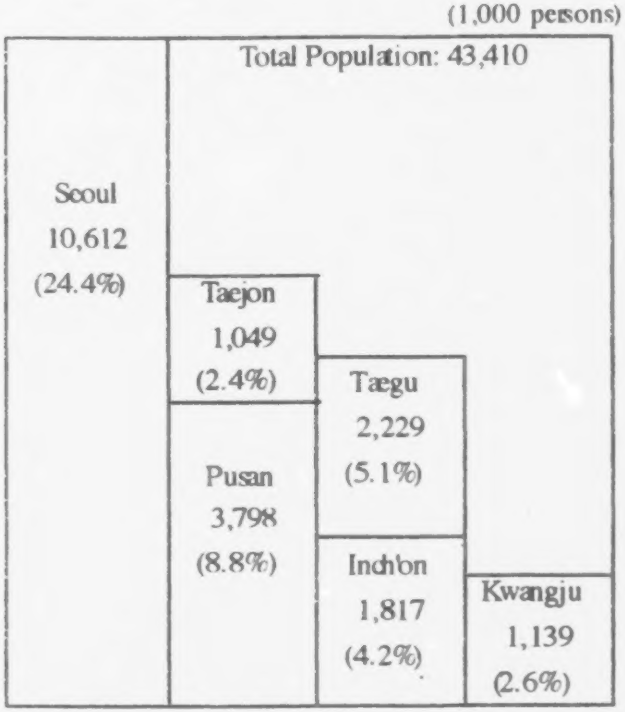
(percent)

	Exports			Imports		
	1980	1988	1993	1980	1988	1993
Total	100.0	100.0	100.0	100.0	100.0	100.0
U.S.A.	26.3	35.3	22.1	21.9	24.6	21.4
Japan	17.4	19.8	14.1	26.3	30.7	23.9
Hong Kong	4.7	5.9	7.8	0.4	1.1	1.1
Taiwan	1.2	1.5	2.8	1.4	2.1	1.7
Indonesia	2.1	0.7	2.5	2.2	1.7	3.1
U.K.	3.3	3.2	2.0	1.4	1.8	1.7
Germany	5.0	3.9	4.4	2.9	4.0	4.7
Others	40.0	29.7	44.3	43.5	34.0	42.4

Source: Office of Customs Administration

Note: Customs Clearance Basis

Population of Major Cities of ROK (1990)



Population Statistics for Korea 1960-1992

(thousand persons)

Year	Census* population	Mid-year population			Annual rate of increase(%)	Density (Person/sq km)	Population of North Korea**
			Male	Female			
1960	-	25,012	12,551	12,462	-	254.1	10,600
1966	29,193	29,436	14,830	14,606	2.55	298.9	12,440
1970	31,466	32,241	16,309	15,932	2.21	328.2	13,890
1975	34,707	35,281	17,766	17,515	1,70	101.4	15,850
1980	37,436	38,124	19,236	18,888	1.57	385.1	18,030
1985	40,448	40,806	20,576	20,230	0.99	411.6	20,380
1990	43,411	42,869	21,568	21,301	0.99	431.8	21,733
1991	-	43,268	21,775	21,493	0.93	435.8	22,193
1992	-	43,663	21,979	21,685	0.91	439.8	22,672

Note: *Including foreigners

**The results of a UN projection

Source: National Statistical Office

KOREA: STILL LAND OF THE MORNING CALM?

GRADE LEVEL: 8-12 **AUTHOR:** Rick Borries

SUBJECTS: Geography, Economics

TIME: Three class periods

OBJECTIVES:
As a result of this lesson, students will:
1. analyze rapid technological change.
2. interpret charts and graphs.
3. identify factors for future economic growth.
4. apply the factors to other areas of the global economy.

MATERIALS REQUIRED:
List of technological changes.
Sample charts, graphs.
List of items for future economic growth.
Maps of World areas.

PROCEDURES:
1. Imagine that you are riding on a rocket ship flying through time - similar to the movie "Back to the Future." You are rocketing through what has happened in the 20th century.
2. Instruct students to make a list of the biggest technological inventions and changes of the 20th century.
3. Ask students to find when they occurred in the 20th century.
4. Provide a brief history of the Korean War with emphasis on the destruction found by the war's end in 1953.
5. Provide charts for identifying changes in GDP, occupations, income from 1953 to 1994.
6. Ask students to identify future areas of rapid growth in this global age. Provide maps.
7. Compare the size of Korea (85,288 sq. mi.) with that of the United States (3,679,192 sq. mi.). North Korea (47,077 sq. mi.) is approximately the size of Mississippi (47,695 sq. mi.). South Korea (38,211 sq. mi.) is approximately the size of Indiana (36,185 sq. mi.).
8. Conclude the lesson by helping the students see that their lists of rapid growth especially apply to the Republic of Korea, which moved through the twentieth century technological advances in approximately 30 years. It was a "rocket ride" which crunched 100 years of advancements into a third of that time. The description of Korea as the "Land of the Morning Calm" no longer applies to the modern, urban Seoul, Korea.

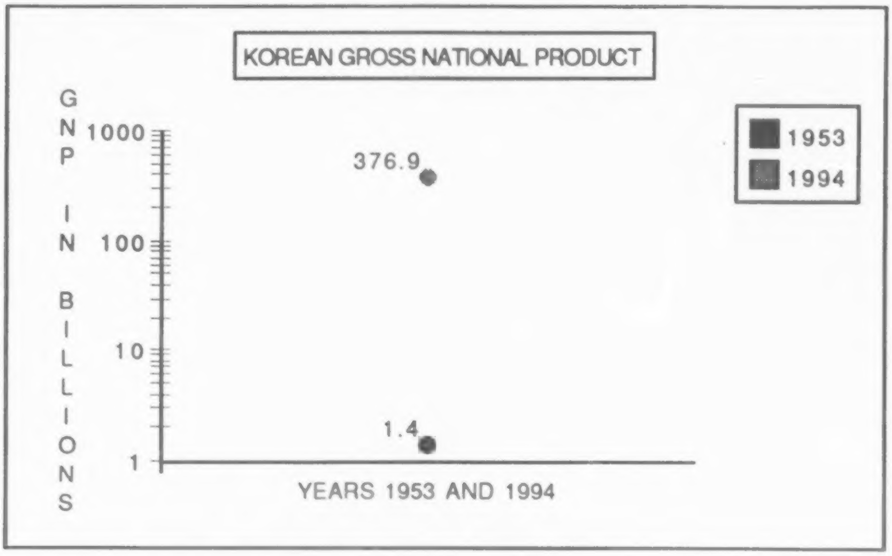
EVALUATION:

Ask students to explain the differences in the growth data. Consider:

1. national trade policies
2. social make-up of "community"
3. cultural beliefs,
4. styles of communication
5. living space/house sizes
6. personal/private space
7. sense of time and national politics.

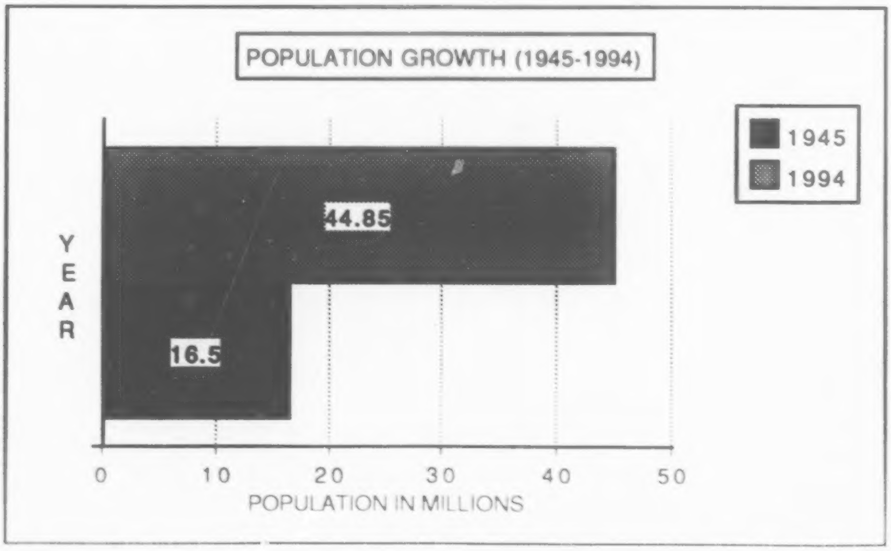
ENRICHMENT:

Using this data and available media - video, CD-ROM - of contemporary Korean life, ask students to predict what might happen if North and South Korea would unite. Ask students to predict the future US - Korean relationship since Korea is now the 7th largest United States trading partner and third largest partner for United States agricultural products.



Korean Gross National Product

1953	1994
1.4	376.9



Population Growth

1945	1994
16.5	44.85

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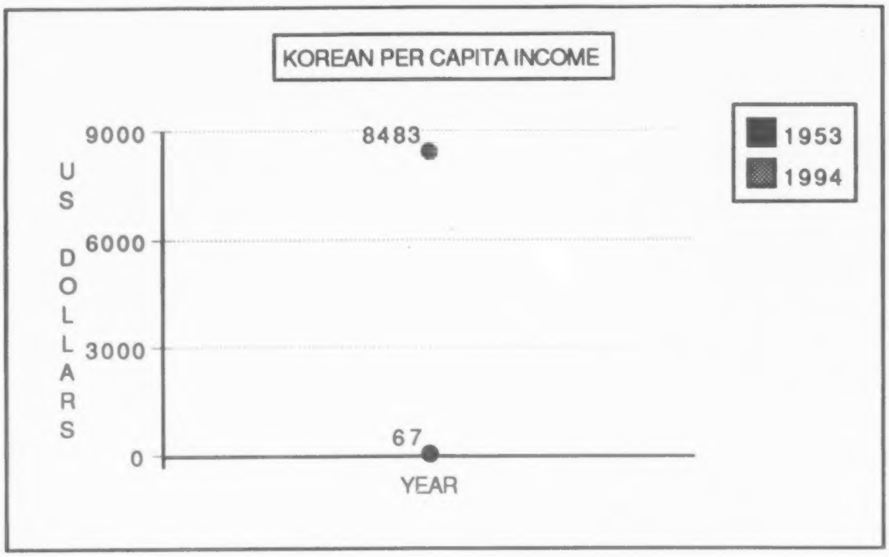
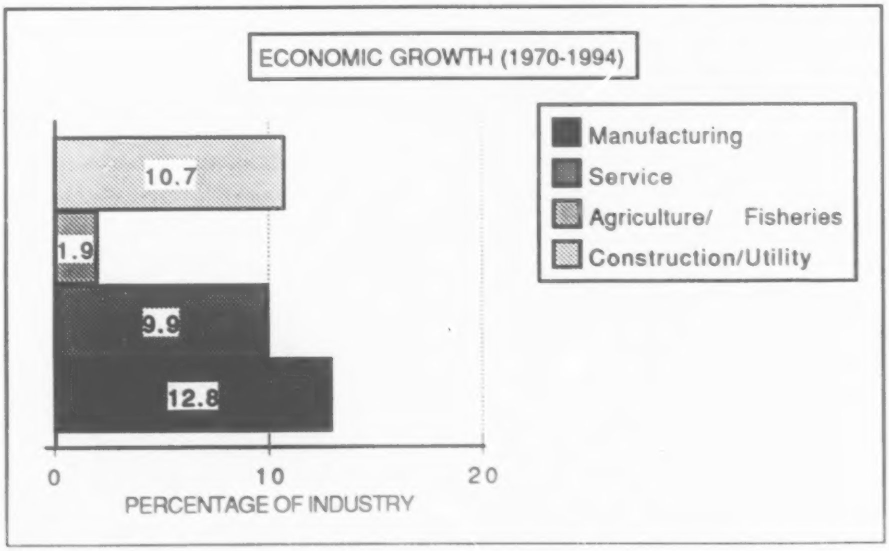


Korean Per Capita Income

1953	1994
67	8483



Economic Growth (1970-1994)

Manufacturing	Service	Agriculture/ Fisheries	Construction/ Utility
12.8	9.9	1.9	10.7

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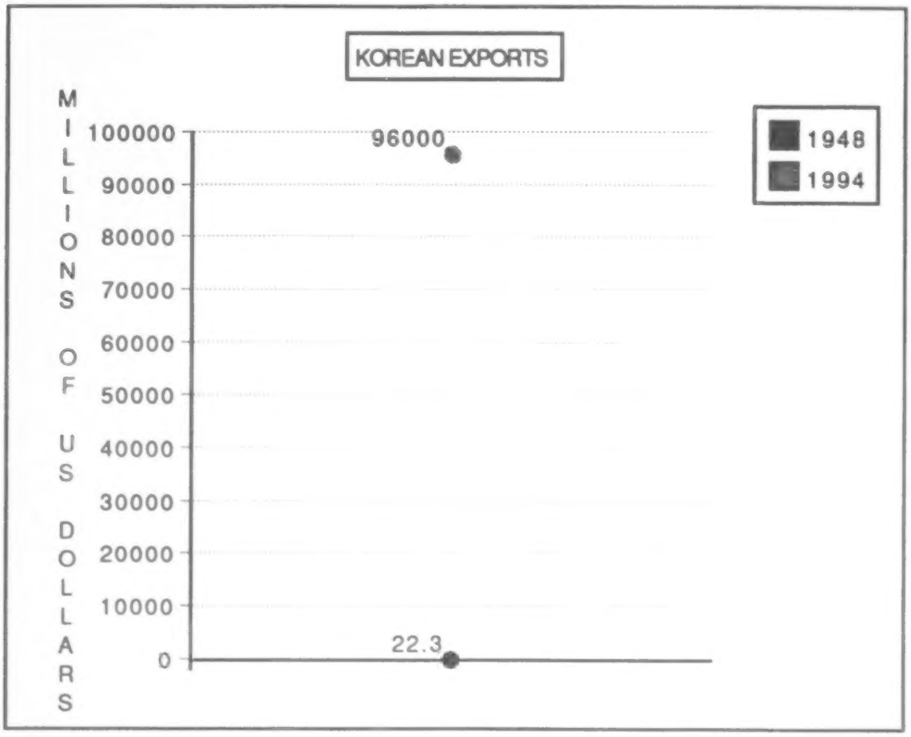
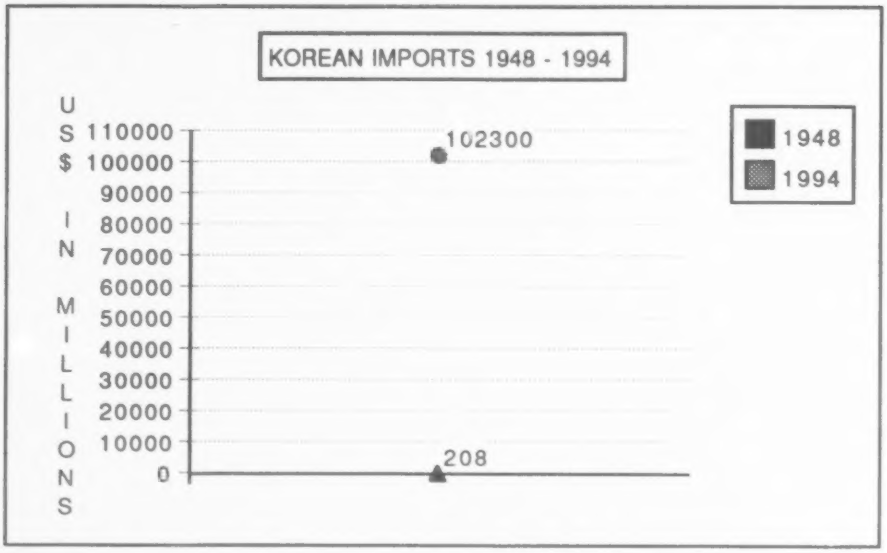


Korean Exports

1948	1994
22.3	96000

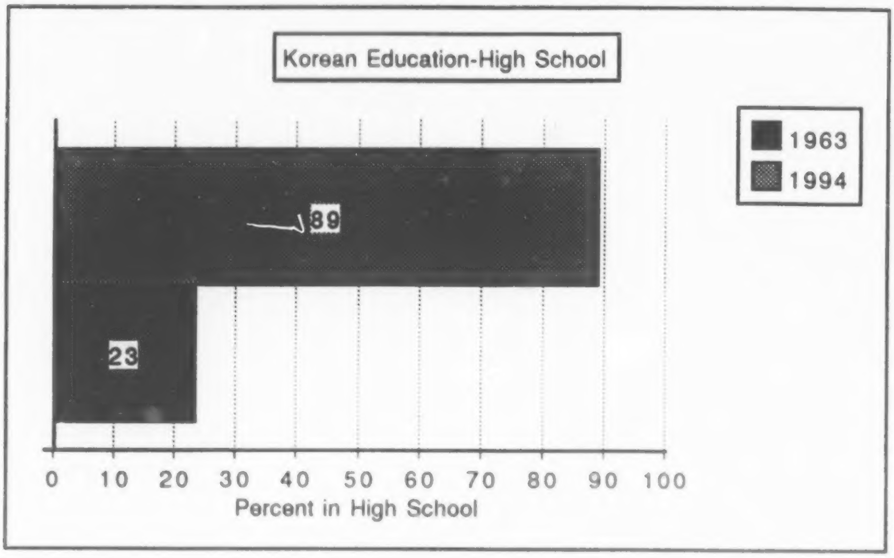
188



Korean Imports

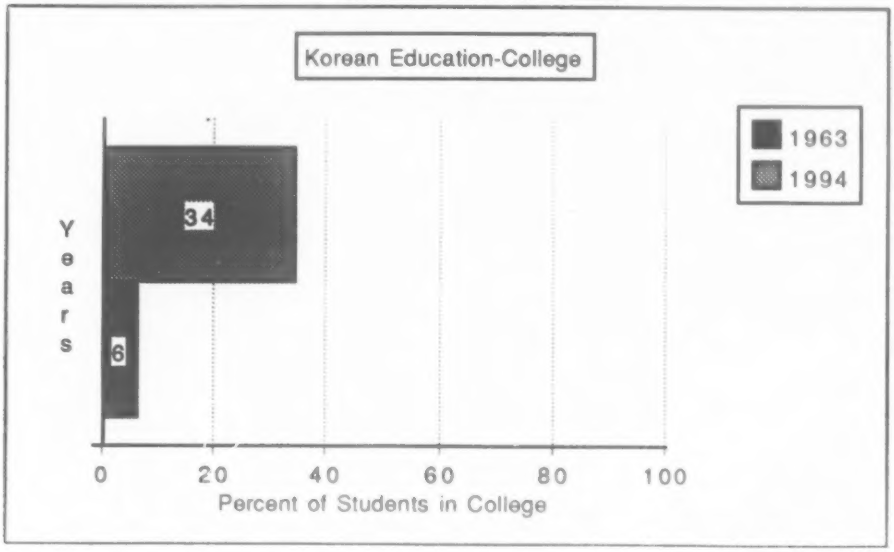
1948	1994
208	102300

189



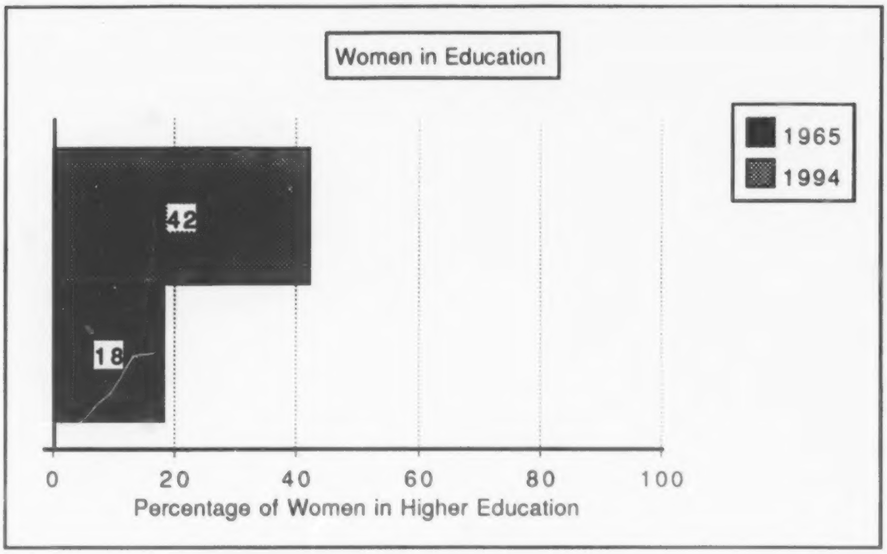
Korean Education-High School

1963	1994
23	89



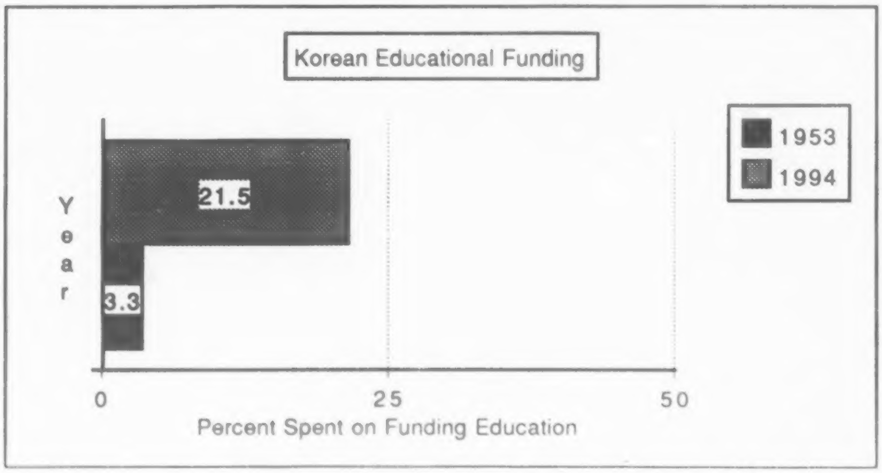
Korean Education-College

1963	1994
6	34



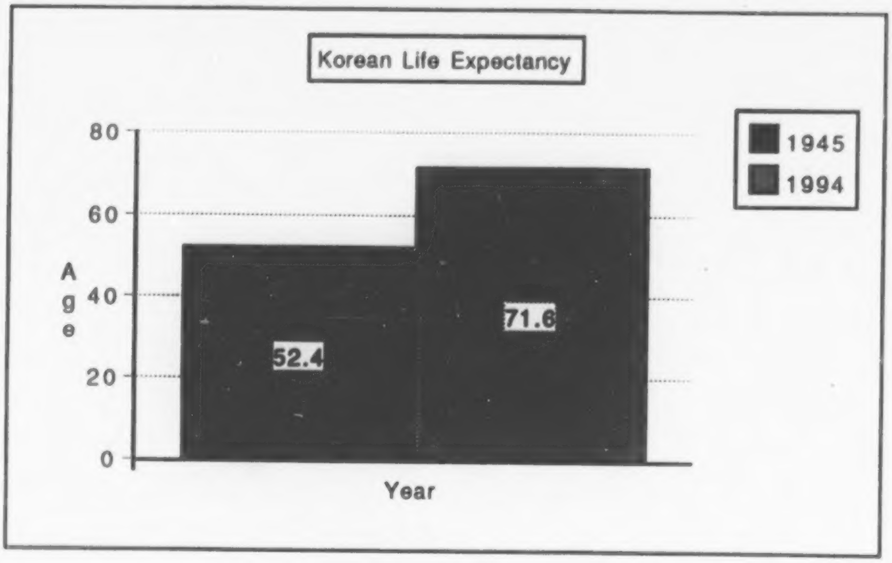
Women in Education

1965	1994
18	42



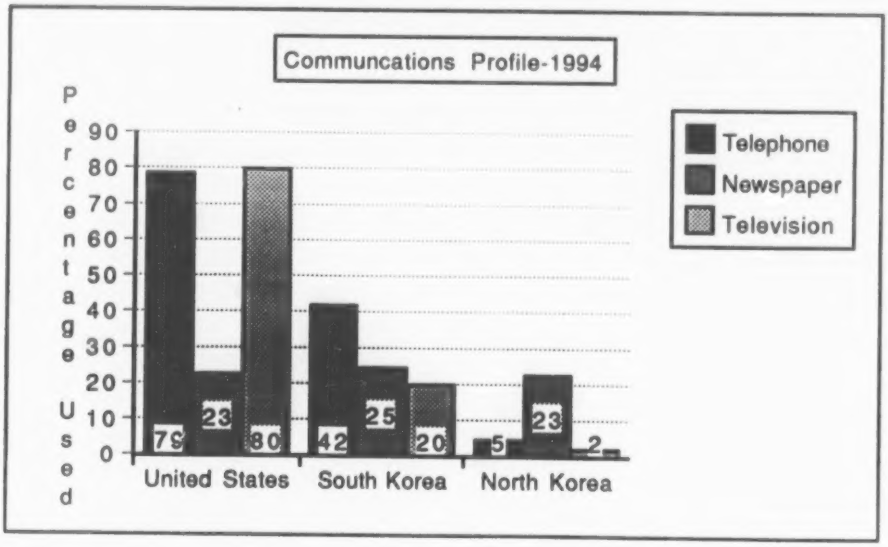
Korean Educational Funding

1953	1994
3.3	21.5



Korean Life Expectancy

1945	1994
52.4	71.6



Communications Profile

	United States	South Korea	North Korea
Telephone	79	42	5
Newspaper	23	25	23
Television	80	20	2

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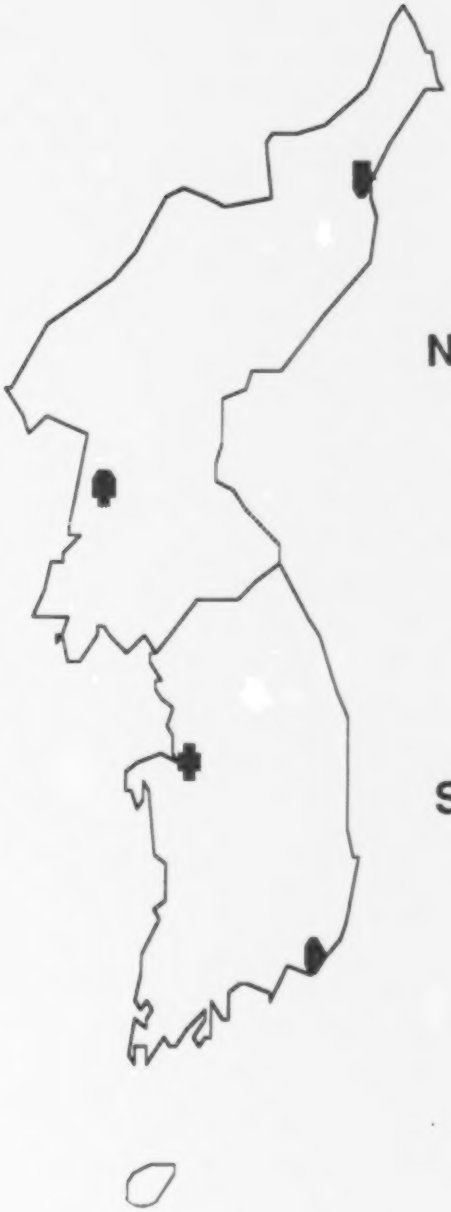


85,288 sq. mi.

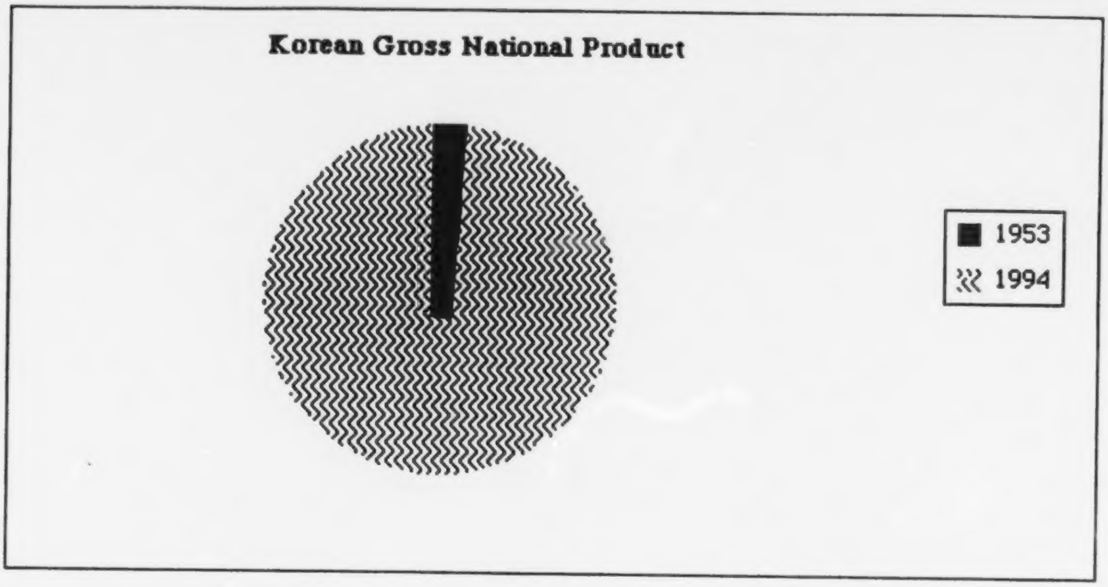
3,679,192 sq. mi.

Mississippi

47,695 sq. mi.

Indiana

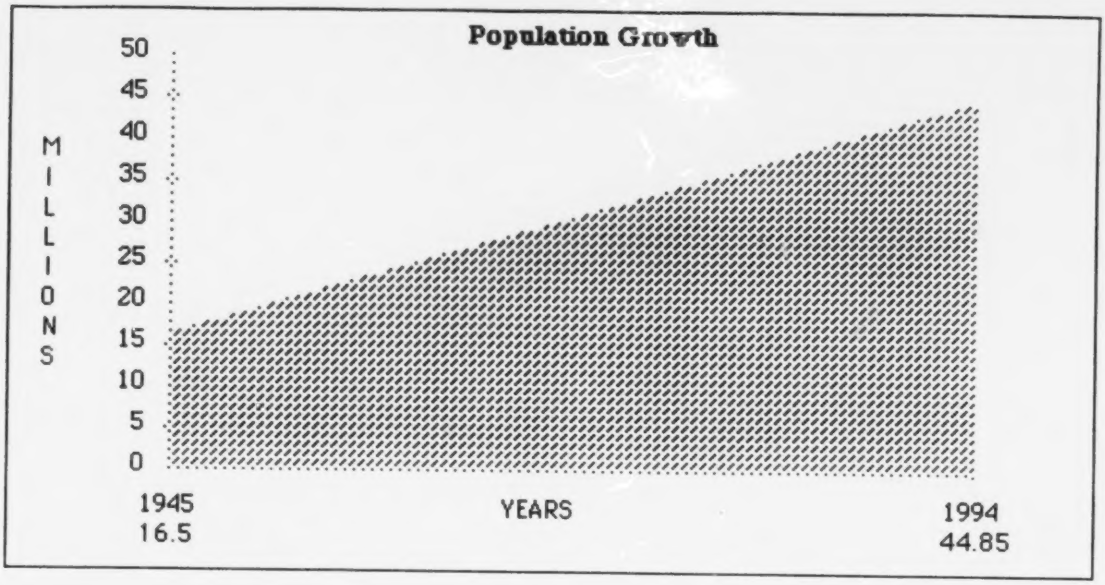
36,185 sq. mi.



1953 = 1.4 billion
1994 = 376.9 billion

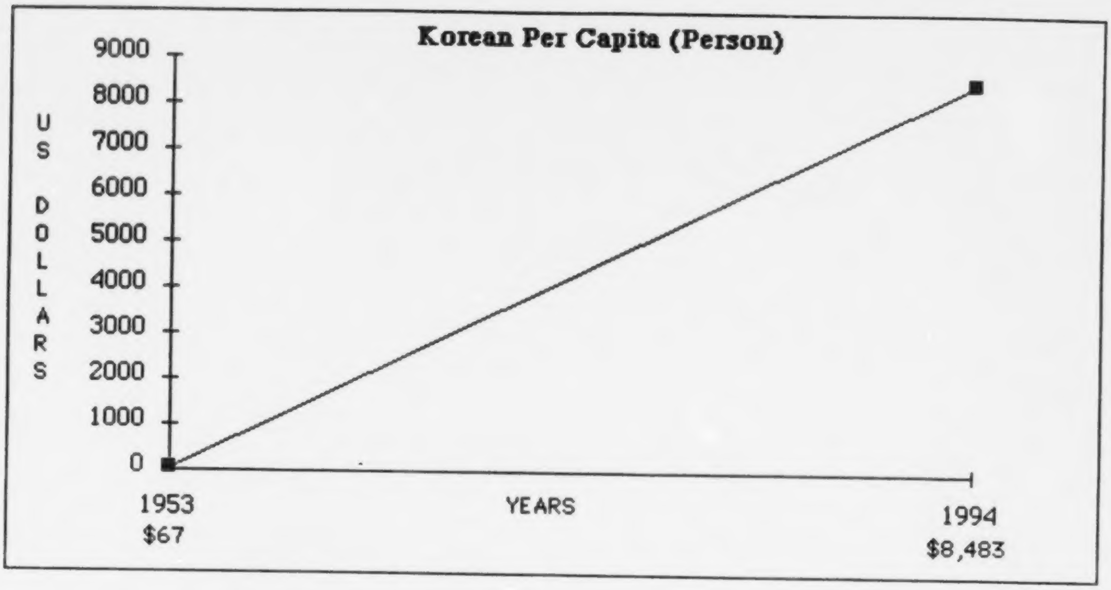
GNP (Gross National Product)

1953 - 1.4 billion
1994 - 376.9 billion



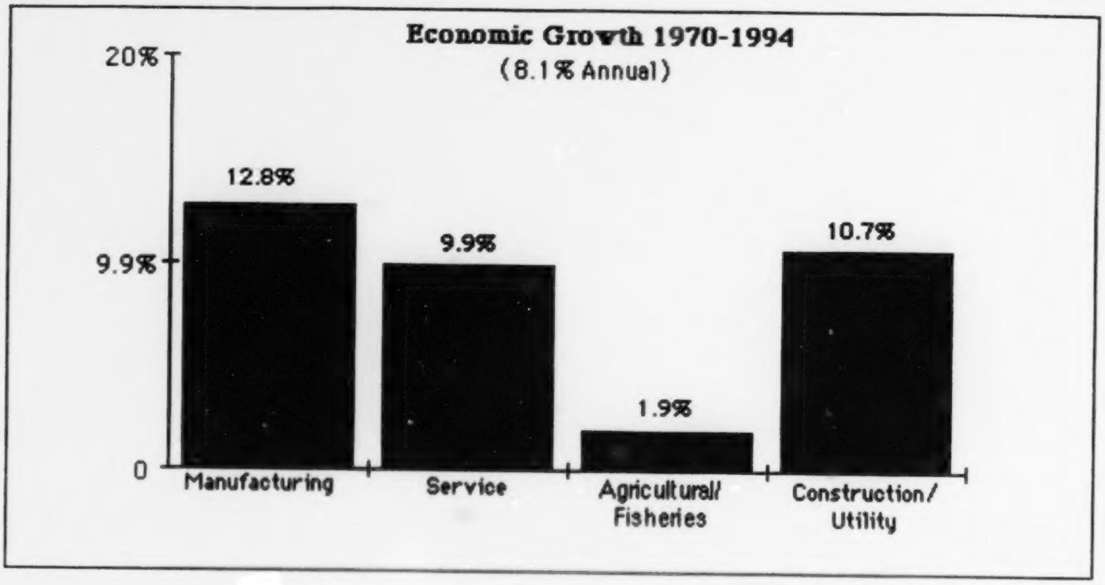
Population Growth

1945 - 16.5 million
1994 - 44.85 million



Per Capita (person) GNP

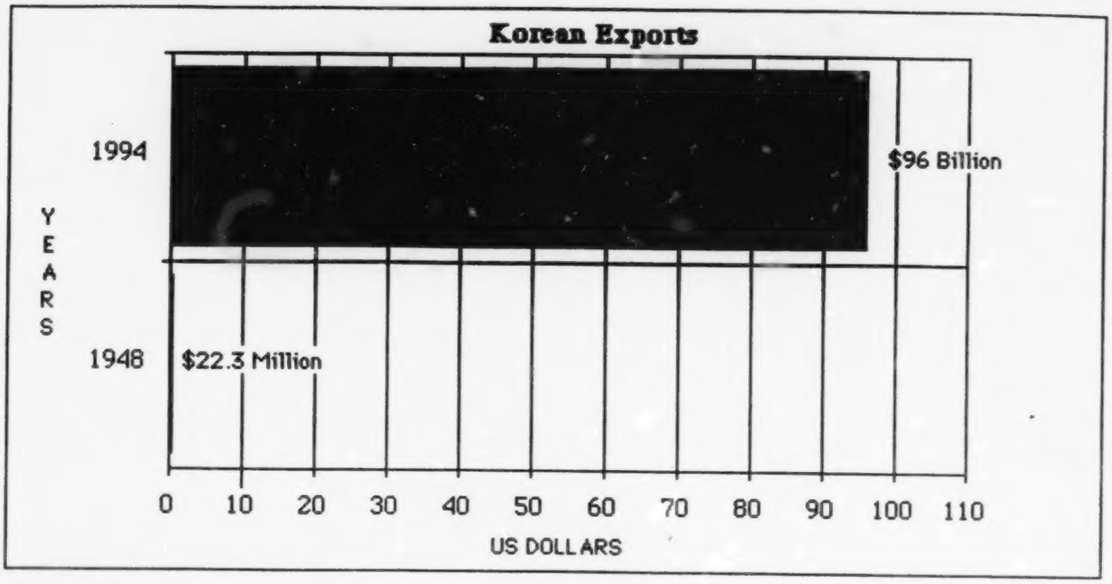
1953 - $67 (US)
1994 - $8,483 (US)



Economic Growth 1970-1994 - 8.1% annual

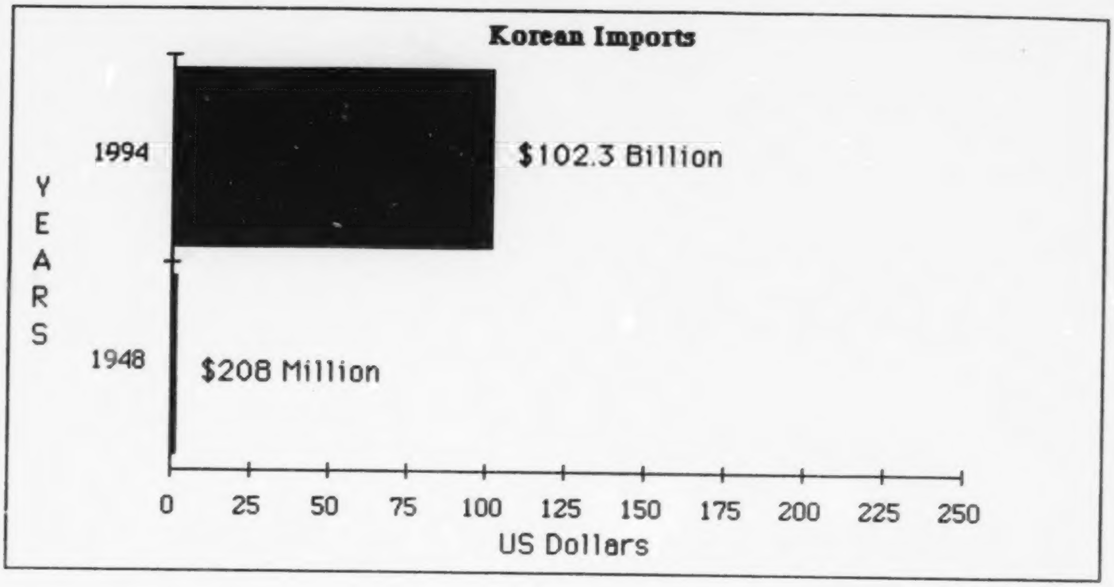
- manufacturing (12.8%)
- service (9.9%)
- agricultural/fisheries (1.9%)
- construction/utility (10.7%)

200



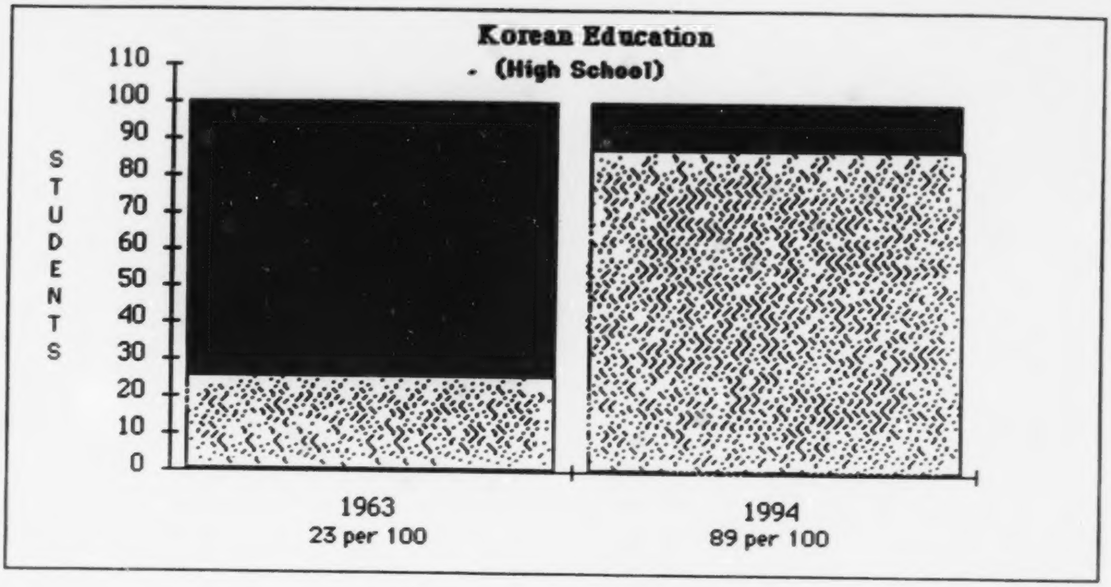
Exports

1948 - $22.3 million (US)
1994 - $96 billion (US)



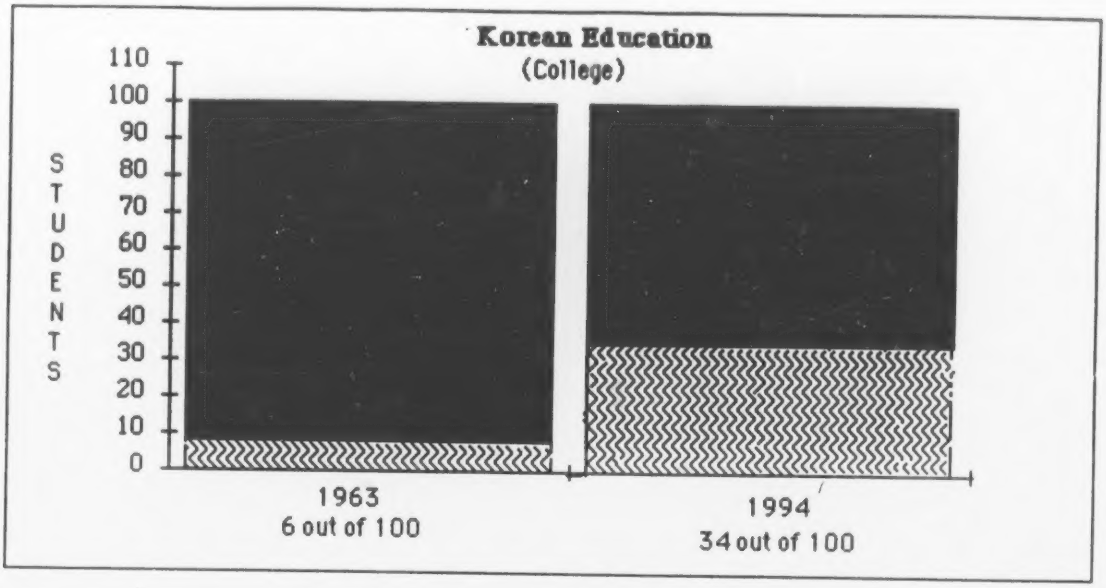
Imports

1948 - $208 million
1994 - $102.3 billion



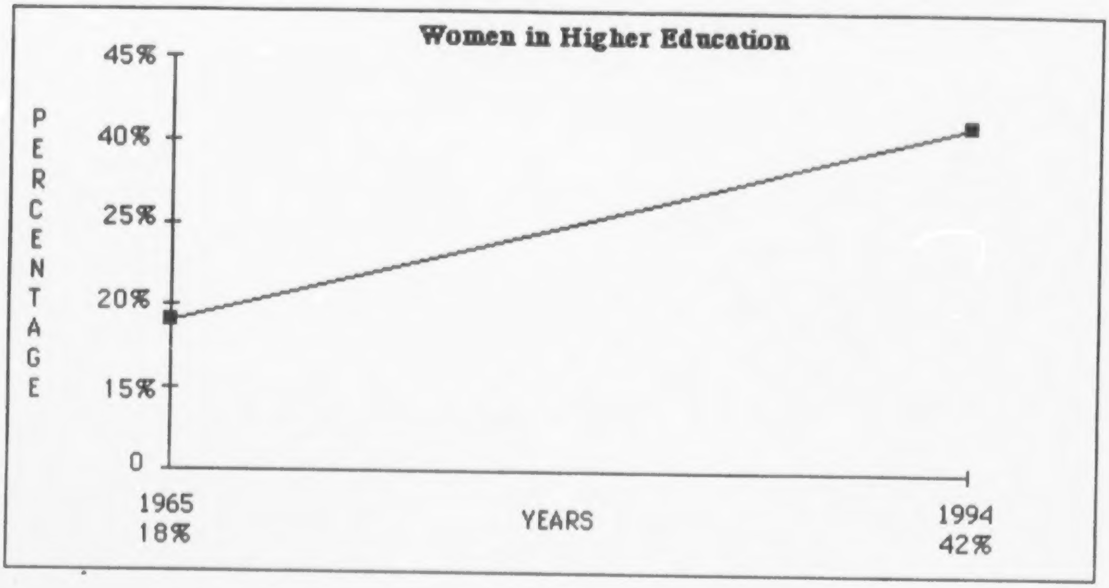
High School Education

1963 - 23 per 100 went to high school
1994 - 89 per 100 went to high school



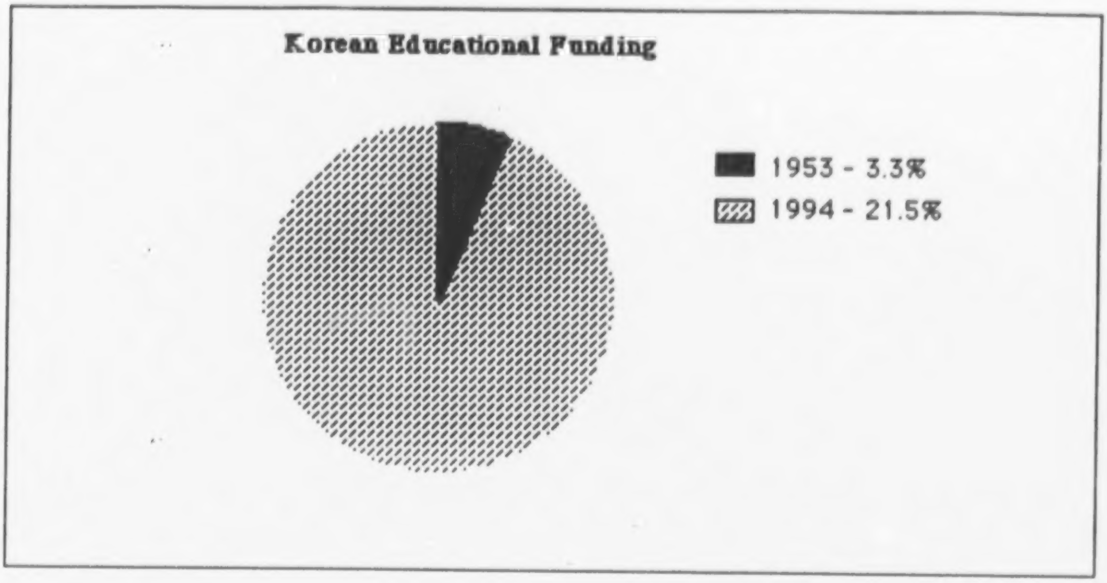
College Education

1963 - 6 out of 100
1994 - 34 out of 100



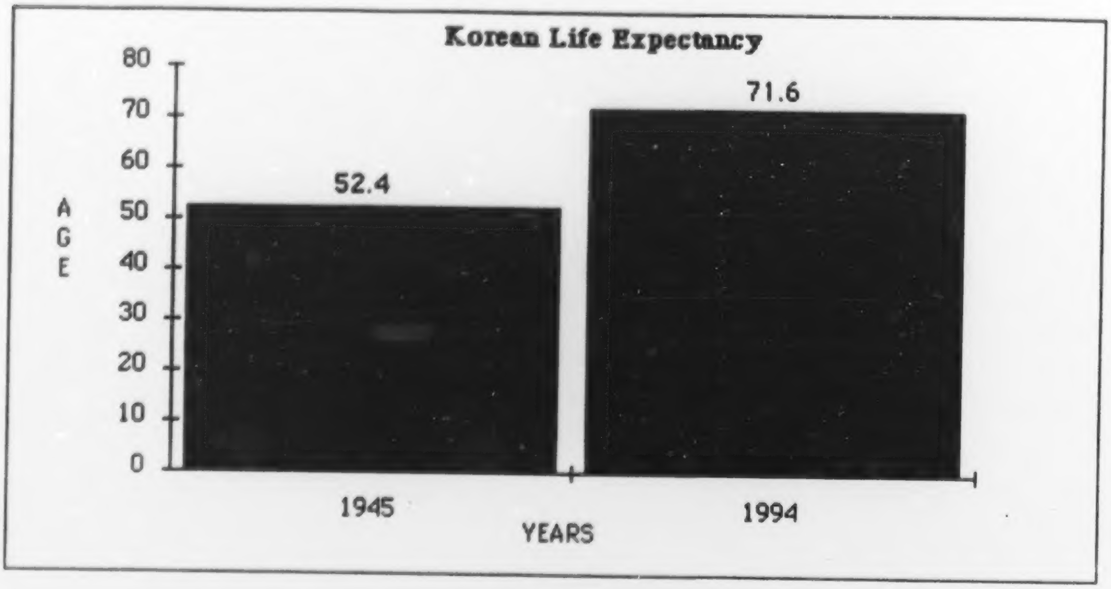
Women in Higher Education

1965 - 18%
1994 - 42%



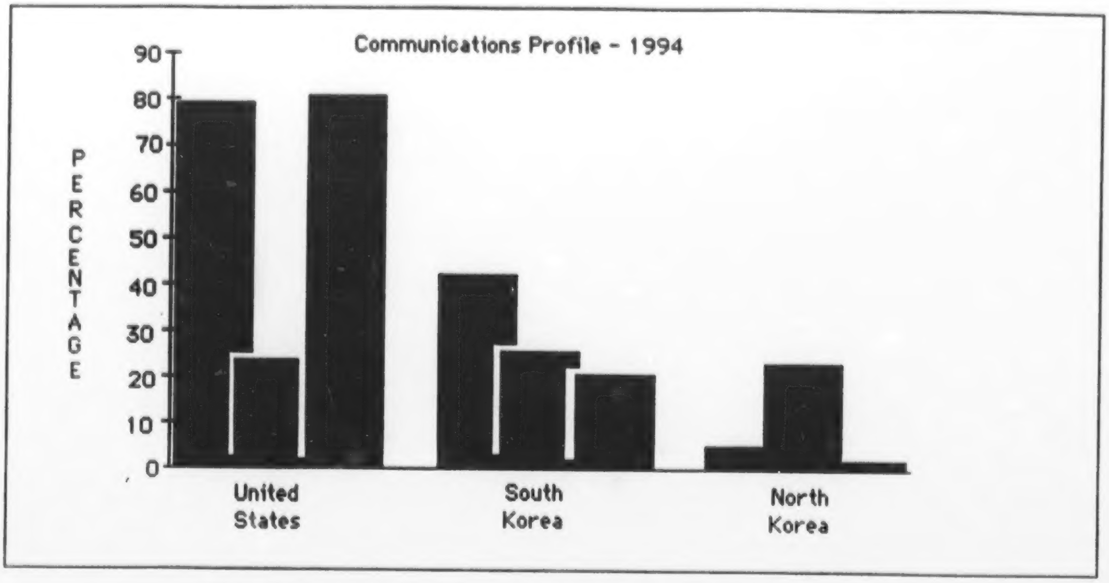
Educational Funding

1953 - 3.3%
1994 - 21.5 %



Life Expectancy

1945 - 52.4 years
1994 - 71.6 years



1st plot - Telephone / 2nd plot - Newspaper / 3rd plot - Television

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Communications Profile - 1994

United States
Telephone - 79%
Newspaper - 23%
Television - 80%

South Korea
Telephone - 42%
Newspaper - 25%
Television - 20%

North Korea
Telephone - 5%
Newspaper - 23%
Television - 2%

208

GRAPHING SOUTH KOREA'S INDUSTRIAL GROWTH

GRADE LEVEL: Middle/High School **AUTHOR:** Harold Christensen

SUBJECT: Geography/Social Studies

TIME REQUIRED: One or two class periods

OBJECTIVES:
As a result of this lesson, students will:

1. prepare bar graphs showing South Korea's production of selected items.
2. make generalizations about South Korea's industrial growth.
3. compare South Korea's industrial growth with that of other selected countries' industrial growth.

MATERIALS REQUIRED:
Handouts of data on Korea's Industrial Growth (attached)
Graphing paper (duplication master attached) or a computer program that will allow students to make and print out graphs.

PROCEDURES:

1. The handout shows South Korea's industrial expansion and growth in the last two to three decades. The handout could be used as an introduction to a discussion of this topic, or it could be used after a discussion of South Korea's industrial growth to reinforce the points of discussion.
2. Students should work in groups of four with each student responsible for making a different graph. When the graphs are completed, each student in the group should use his/her graph to make a generalization about South Korea's industrial growth. Each group will report to the class. The teacher will display the graphs, noting similarities, differences, special features, and, if present, errors.

EVALUATION:

Graphs can be evaluated on their neatness and accuracy.
Generalizations should be evaluated according to the data provided.

ENRICHMENT:

Find similar data on another country, or several countries, and compare the economic growth with that of South Korea.

Crude Steel Production '48 - '82 (Thousand Metric Tons)

Year	1948	1957	1958	1959	1960	1961	1962	1963	1964
North Korea	115	277	365	451	641	776	1050	1022	1132
South Korea	8	17	20	38	50	66	148	160	129

Year	1965	1966	1967	1968	1969	1970	1971	1972	1973
North Korea	1230	1300	1450	1750	2000	2200	2400	2500	2630
South Korea	185	224	300	372	374	481	472	585	1157

Year	1975	1980	1981	1982
North Korea	3378	5869	5569	5840
South Korea	3120	10941	13102	13346

Sources: 1966, 1975, & 1982 U.N. Statistical Yearbook

Merchant Vessels Launched '65 - '86 (Thousand Tons)

Year	1965	1966	1967	1968	1969	1971	1972	1973
South Korea	4	4	14	10	4	7	16	44

Year	1974	1975	1976	1977	1978	1979	1980	1981
South Korea	563	441	689	455	424	479	629	1229

Year	1982	1983	1984	1985	1986
South Korea	1530	1201	2515	2777	2517

Sources: 1975, 1982 &1985/6 U.N Statistical Yearbook

Passenger Car Production '75 - '90 (In Thousands)

Year	1975	1977	1978	1979	1980	1981	1982	1983
South Korea	19	44	92	112	57	72	99	128

Year	1984	1985	1986	1987	1988	1989	1990
Sourth Korea	167	262	457	778	868	847	958

Sources: 1985/6 U.N. Statistical Yearbook & Information Please Almanac 1994

Television Receivers Produced 1970 - 1985 (In Thousands)

	1970	1975	1980	1983	1984	1985
South Korea	114	1225	6819	7641	9729	7803

Source: 1982 &1985/86 U.N Statistical Yearbook

GRAPH PAPER

KOREA: A MODEL FOR DEVELOPMENT

GRADE LEVEL: High School **AUTHOR:** Gail Tamaribuchi

SUBJECTS: Economics, Asian Studies

TIME REQUIRED: Two class periods

OBJECTIVES:

As a result of this lesson, students will:

1. compare the education, savings, investment rates, export rates and import rates of the NICs.
2. apply economic reasoning to deduce how the leading indicators can explain the economic growth of the NICs.

MATERIALS REQUIRED:

1. Handout #1 - A Common Experience
2. Handout #2 - Comparing the NICs

BACKGROUND:

Since 1960, the rapid economic growth four economies -- Hong Kong, South Korea, Singapore and Taiwan — have been so successful in terms of both economic growth and social development. They are called newly industrializing countries (NICs) and are used as models for developing countries. NICs are known as the "four little tigers"or "the gang of four." NICs are sometimes called NIEs — newly industrializing economies.

The growing economies of Asia's newly industrializing countries (NICs) have pulled the United States and Canada into the Pacific Rim and can be expected to continue to do so in the years ahead. NICs successfully emulate Japan's economic growth led by foreign trade and by extensive use of technologies and managerial skills. NICs lack exportable natural resources and thus have had to rely on their disciplined and educated human resources.

The key to the success of these countries has been the adoption and accomplishment of domestic policies that promote efficient use of resources and encourage private sector initiative. The success of these economies can be attributed to their Confucian heritage and other so-called characteristics of Asian ethics that encourage hard work, loyalty and diligence. NICs give priority to economic growth over social welfare spending. Considerable resources are allocated to education, primarily to promote future growth. Increased demand for labor and emphases on human resources development helped to spread the benefits of growth.

PROCEDURES:

1. Explain that the purpose of the lesson is to analyze the economic growth of Asia's newly industrializing countries (NICs).
   Note: If students are unfamiliar with the criteria used to define a developing country and the function/value of investment, savings, import and export ratios to GDP, a lesson or review will be necessary.
2. Review the location of the NICs on a world map. Discuss what students know about these countries. For example, ask: What products have you purchased which were made in the NICs? What do you know about education levels in these countries? What are the size and population of these countries? How rich are these countries in natural resources? (See Data Sheet for review)
3. Distribute Handout #1 A Common Experience and discuss the similarities between the NICs.
4. Pose the following mystery to the class: The NICs are small, densely populated countries, with virtually no natural resources. Why have the NICs been so successful in their economic growth? Why are they used as models of development? Ask students to speculate on possible answers. Introduce the idea that the savings rate in the NICs is high and encouraged. High savings rate provides financial capital for investment for technology and workers. Efficient educational system produces skilled workers. Government policies are favorable to economic growth.
5. Distribute Handout #2: Comparing the NICs. In groups or individually, have students graph the data. Ask the following questions:
   - A. What inferences can be made about the investment and savings patterns of the NICs?
   - B. What inferences can be made about the education level in the NICs?
   - C. What are the major export and import percentages among NICs?
   - D. What has happened to the economic growth among NICs?
   - E. What makes the NICs a model for developing countries?
6. Review the key points of the lesson. Asian NICs have experienced economic growth led by foreign trade and use of foreign technology and managerial skills. NICs lack natural resources but have relied on their human resources and government policies to support economic growth.

EVALUATION:

Have students write a summary paper explaining why Asian NICs serve as a model for developing countries.

ENRICHMENT:

1. Have students research and analyze the economic statistics of highly industrialized countries, e.g. United States, Japan, Germany. Compare and contrast the statisitics of leading indicators of economic development with the NICs.

213

2. Have students research the major products produced in the NICs. Make a data retrieval chart showing the major products and trading partners of all the NICs.

Handout #1

A Common Experience

The Asian newly industrializing countries (NICs) share the following characteristics:

1. Trade is important to all the countries.
2. All the countries place a high value on education.
3. All of the countries have developed market economies.
4. All the countries lack natural resources and depend on imports of raw materials and fuel.
5. The governments of all the countries have played an active role in economic developments.

Handout #2 **COMPARING THE NICs**

Savings Rates: (In percentage of GDP)

Year	Hong Kong	Korea	Singapore	Taiwan
1960	6.0%	1.0%	-3.0%	13.0%
1970	25.0%	15.0%	21.0%	26.0%
1980	31.0%	23.0%	38.0%	33.0%
1985	27.0%	31.0%	42.0%	31.0%
1993	31.2%	36.2%	47.8%	26.8%

Investment Rates: (In percentage of GDP)

Year	Hong Kong	Korea	Singapore	Taiwan
1960	18.0%	11.0%	11.0%	20.0%
1970	21.0%	25.0%	39.0%	26.0%
1980	36.0%	31.0%	45.0%	34.0%
1985	21.0%	30.0%	43.0%	18.0%
1993	27.5%	34.3%	43.8%	25.2%

Export Ratio: (In percentage of GDP

Year	Hong Kong	Korea	Singapore	Taiwan
1960	79.7%	3.2%	n/a	n/a
1970	101.1%	14.3%	77.1%	29.7%
1980	98.9% (1978)	31.1% (1978)	122.8% (1978)	52.4% (1978)
1985	105.8%	36.4%	124.8%	55.1%
1993	123.4%	31.0%	116.1%	39.1%

Import Ratio: (In percentage of GDP)

Year	Hong Kong	Korea	Singapore	Taiwan
1960	97.2%	11.3%	n/a	n/a
1970	95.7%	24.1%	122.7%	29.7%
1980	102.2% (1978)	35.1% (1978)	154.9% (1978)	45.9% (1978)
1985	99.4%	35.9%	147.2%	44.1%
1993	126.5%	31.6%	132.0%	35.6%

Real GDP Per Capita
(in 1985 international prices)

Year	Hong Kong	Korea	Singapore	Taiwan
1960	n/a	907	n/a	1382
1970	4456	1688	3155	2387
1980	8801	3123	6958	4827
1985	10653	4267	8153	5786
1993	14410	6673	10965	8510

Education
(percentage of students going on to high school)

Year	Hong Kong	Korea	Singapore	Taiwan
1960	20%	27%	32%	30%
1970	36%	42%	46%	54%
1980	64%	76%	58%	80%
1985	72%	90%	62%	90%
Most Recent	75% (1987)	90% (1992)	70% (1989)	95% (1993)

Data Sheet

Country	Population (millions)	Area (1,000 sq km)
Hong Kong	5.9	1
Korea	44.1	99
Singapore	2.9	1
Taiwan	20.9	36

Source: World Bank, *World Development Report,* 1986 , Asian Development Bank, *Key Indicators of Developing Member Countries,* 1994 and *Penn World Table,* Summers and Heston June, 1993..

PART SIX LITERATURE (MUNHAK)

IMPOSSIBLE GOODBYES
A Lesson Based on Sook Nyul Choi's Book

GRADE LEVEL: 7-10 **AUTHOR:** Arthur Svensen

SUBJECT: Language Arts, English

TIME REQUIRED: Five class period

OBJECTIVES:
As a result of this lesson, students will:
1. identify differences between Korean and American cultures.
2. display an understanding and appreciation of the terrible personal and national tragedies endured by the Korean people throughout much of this century.
3. show an understanding of the discrimination faced by Koreans during the Japanese occupation (1910-1945)

MATERIALS REQUIRED:
Year of Impossible Goodbyes by Sook Nyul Choi. Houghton Mifflin Co., Boston, M.A., 1991.
Newspaper article: Local Koreans Recall Years of Pain Under Japanese Rule

PROCEDURES:
1. Tell the students that Japan occupied Korea between 1910 and 1945. During this occupation many Korean's experienced the cruelty of a war-time occupation that suppressed their culture and lifestyle.
2. Distribute copies of the newspaper article and allow the students time to read it.
3. If possible, answer questions that are generated by the news article. Suggest that the students might like to learn more about this period of Korean history by reading *Year of Impossible Goodbyes.*
4. Share the book, chapter by chapter, using the questions below.

Chapter 1
1. What year was it when the story opens?
2. What is going on at this time in the country?
3. Who is the "occupier" and how long has he been there?
4. Was Korea divided at this time? When and where was it divided?
5. What was Pyongyang then? What is it now?
6. What did grandfather mean when he says that he hopes the Korean people might experience the exhilaration and beauty of spring again?
7. Why does grandfather make reference to 36 years ago?
What happened 36 years ago that Grandfather is referring to?
8. What was grandfather going to do outside? Why might the Japanese soldiers not like it?

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9. Why was grandfather referred to as "patriot grandfather" and "scholar grandfather"?
10. What is hangul? What other method of writing did grandfather know?
11. What was grandfather teaching Sookan? Why was it done secretly? Why wasn't Sookan in school? What were her favorite parts of the lesson?
12. What culture had had an enormous effect on Korea?
13. What is Shintoism? Who is the "Heavenly Emperor"? Who are the "white devils"?
14. Describe the roof of the house. How is it different?
15. Who is Captain Narita? How does he treat the family? How are they supposed to act in the presence of the police?
16. Why could the mother speak Japanese?
17. Why was a wooden shack in their yard? What was its purpose?
18. How long did the girls have to work each day?
19. Where were Sookan's older brothers and most of the men of the town?
20. Where was her father? What was he doing?
21. Where did mother get her silver hair pin?
22. What was the melting pot used for by the Japanese?

Chapter 2
1. Why was it dangerous to go visit Theresa at the convent?
2. What information was mother able to get at the convent?
3. What were the nuns praying for?
4. What happened to all their dishes? Why?
5. How did Captain Narita describe the Koreans? ...the Japanese?
6. Why was Sookan so angry at Captain Narita?
7. Why was Aunt Tiger especially angry at the two who were sent to cut down the tree?
8. Why was the tree cut down?
9. What type of medicine was mentioned?
10. What do the names Paekche and Silla refer to?
11. Historically Korea was a bridge between which two nations? Which religions crossed this bridge? What else?
12. Why did Sookan all of a sudden want to be a Japanese child rather than a Korean child?
13. What happened to many Korean owned homes?

Chapter 3
1. What did Sookan wonder about concerning the Japanese? ...about the Koreans?
2. How are Korean homes heated differently than ours?
3. What is expected when one is praised?
4. What was a topknot?
5. What did the Japanese do to grandfather and the other scholars?
6. What did the Japanese demand of all Koreans? What was forbidden?
7. What had happened to grandmother and two of Sookan's uncles?
8. At this time where did mother and grandfather flee to? Why there? What did they do there?

9. What happened to many Korean settlements in Manchuria? Why did the Japanese do it?
10. Where did the family go after Manchuria?
11. What happened to grandfather while in hiding in Manchuria?
12. Who brought medicine to grandfather?
13. Why did grandfather appear to be so peaceful just before his death?
14. Explain the statement "One's life is short, but the life of the spirit is long."
15. How was Sookan able to find solace in grandfather's death?

Chapter 4

1. How did mother act after grandfather's death?
2. Why were they running a sock factory and working so hard?
3. "I couldn't help thinking that the Buddha or mother's God .. " Who is the Buddha? .. mother's God?
4. What does nuna mean in Korean?
5. Why were there no American priests left in Korea? What were they accused of? What happened to the churches and why?
6. "Our victorious imperial soldiers need to be rewarded for their heroic achievements on the battlefields Our heavenly emperor will be pleased to know that your girls volunteered to help our soldiers fight better." What were they "volunteering" for? What term was used for this?
7. How did mother react to this?
8. What did mother suggest the girls do?
9. What did they feel was there only hope of preventing this from happening?
10. What was mother's last appeal to Captain Narita before he put the girls on the truck?
11. What happened to the machines used to make the socks? What might have become of them? Who did they belong to in the first place?

Chapter 5

1. What was mother instructed to do relative to Sookan?
2. What does 'hai, sensei" mean? What language is it?
3. What did the family usually eat? Why not rice?
4. What advice did Inchun give her?
5. Why had Hyunchun come home from school bleeding a few years earlier?
6. Who would be Sookan's teacher?
7. What is a kimono? What is a hanbok?
8. What was symbolic about the students having to "face east"?
9. How did they start the school day? Why did Sookan only mouth the words? What was the kimigayo?
10. Why was Sookan struck on two occasions?
11. What did the students have to do before entering the classroom?
12. Who was Aoki Shizue? Why that name? What is different about the word order?
13. What was the first lesson of the day like?
14. What was the atmosphere of the class like? What happened to show you the fear in these children?

15. Why were the children whispering to each other on the way to school?
16. Why did Sookan once again get hit by Narita Sensei?
17. What happened to the entire student body that day?
18. When food ran short, what was used to try to quell the hunger?
19. Why didn't the family just buy more grain? How did they finally obtain more grain?
20. What did they do to the small amount of grain that mother and Aunt Tiger got? Why weren't they overly surprised at what had happened?

Chapter 6

1. With what news did Kisa return from the convent?
2. What was the date? What do we call it?
3. What were some of the things the Koreans did at this point to show their displeasure with the Japanese? ...with the Korean collaborators?
4. What was the "big brown earthenware jar" usually used for? What is it?
5. At this point what did mother say was going to change for Sookan and Inchun?
6. How did the family celebrate being Korean?
7. Why did the hanboks smell musty? What were they made of? Where were they hidden? Why was that a good spot?
8. What were mother and Aunt Tiger now anxiously awaiting? From where were many of the men returning?
9. What was happening to many of the homes in the area?
10. How was it different on the streets now for many of the Koreans?
11. What was Sookan now able to do with her friend Unhi?
12. What did Unhi's mother find in the basement? Where did it come from? What were they going to do with it? Did they do what you would have expected them to do with it?
13. The Japanese were now leaving but what new foreign threat was coming down from the north? Why were they in Korea? What were they reported to be doing?
14. What did mother and Aunt Tiger do based on these reports?
15. Grandfather once said, "Korea was a little shrimp caught in a struggle between giants". Explain this statement Who were the giants?
16. Why were there mixed feelings among the Koreans over the new foreigners presence?
17. How was Korea divided after World War II? Why was it divided? Who occupied which parts? Which side was Sookan's family on? Which other country had the same thing happen to it at the end of the war?

Chapter 7

1. How were the Russian soldiers described? What physical features were described because they were not Korean in nature?
2. Why did Mrs. Kim say the Russians had come? Why did she say the Americans hadn't come?
3. Where was mother planning to take everybody shortly? Why was it dangerous?
4. Why was Aunt Tiger bitter toward the Americans?
5. Why did mother call the Russians clever?
6. What was the little proletariat school? What was its real purpose?

7. What is "anyong haseyo?" Why was Aunt Tiger surprised to hear it?
8. What was on Unhi's house as the family walked by?
9. Who is Lenin?
10. Who is Stalin?
11. What is capitalism? Who were the capitalists?
12. What is imperialism? Who were the imperialists?
13. What is Marxism? Where did it get its name?
14. What is communism? What is another name for it? Who were the communists?
15. What are proletariats? Whom do they dislike the most? Why the use of the word comrade? Who is called comrade?
16. What is May Day? ...Red square? ...the Volga?
17. What did the crowd learn to sing the praises of?
18. Was this incursion different or similar to the previous one? How so?
19. What had the comrades claimed they had built in Russia? What were they going to build in North Korea?
20. What did the family do after being picked up by the trucks? How often did this occur?
21. How did Sookan's attitude change from the first meeting as the days went by?
22. Who was constantly being criticized? Why?
23. Who were the "town reds?" ..."pink or phony reds?"
24. How did they get paid for their work?
25. Where else did they go besides work and school? For what purpose?
26. What was the "list" you didn't want to be on? Who were supposedly on that list? Who were being shot? Why? Why did they want to go?
27. What were children encouraged to do at school? How were they being enticed to do this?
28. What other country in central Europe used similar tactics with children in the 1930s and early 1940s?
29. What was the coal for? Why was it given to them?
30. Why did Kisa say they would have had to try and head to the South now without further delay? Why were they delaying in the first place?

Chapter 8

1. What did Kisa find out about Sookan's father? ...about her brothers? How did he get this information?
2. Where had her brothers hidden inn order to recuperate? Where were they about to be sent? How did they get to the South?
3. What charade was the entire family playing whole time? Why were they doing it?
4. How was father planning to get the family into the South?
5. What job was Aunt Tiger able to get for them so they could be at home? How was she able to get it? Why did they want to be at home? What was to be put on the banners?
6. Why did the party become disappointed with Aunt Tiger?
7. What was the original plan to get the family into the South? Why were the plans changed? How were they now going to get to the South?
8. Why weren't Kisa and Aunt Tiger included?

9. Where were they heading for in the South?
10. How did Aunt Tiger feel toward the Japanese? Why did she feel that way?
11. What risk was Kisa and Aunt Tiger taking by not going with them to the South?
12. Why do you think the train smelled so awful?
13. What happened to mother at the checkpoint? What did Inchun do? What did Sookan do?
14. What did the old lady tell the children when she woke them up the next morning? What did she tell them to do? Where was mother? Where was the guide?
15. How did Sookan feel at this point? What kind of obstacles did she now have to face?
16. How did Inchon's behavior change from the previous day?

Chapter 9

1. How did the peddlers carry their wares? ...their children?
2. Why did Sookan and Inchun go among the peddlers?
3. Where did they go next after leaving the peddler's area? Why were they told to leave this new area? Where did they spend the night?
4. What difficulties were the children encountering?
5. What did they want from the soldiers at the guard house?
6. Where did 'Dobraski' take them? What happened to them there?
7. What did Sookan say about her father? ...her brothers?
8. What did she say about being so far south of Pyongyang?
9. Who did Sookan say "seemed more dedicated to Mother Russia than the Russians were?" Why were they so dedicated to Mother Russia?
10. What did the soldiers finally tell her to do?
11. What was being grown in the area?
12. Where did the children head after leaving the soldiers?
14. Why didn't the children return home?

Chapter 10

1. Who helped them at the train station?
2. Why did he say it was dangerous to stay in town?
3. Where was he going to help them get to?
4. What did he give them? What were they to do with it? What was the plan?
5. How would they know when they had reached the South?
6. What did they hope was already in the South?
7. How did the conductor help them? What were his instructions?
8. What did they have to avoid while heading south?
9. Why couldn't they hide in the cornfield?
10. What was panning the field?
11. What were the weather conditions on this night? Were they favorable or not? Why or why not?
12. What were the final obstacles they had to face once the border was in sight?
13. When they got to the fence, what did they do? Why were they in such a hurry?
14. Who greeted them on the other side?

Epilogue

1. What happened to Sookan and Inchon after safely reaching the South?
2. Where were they sent?
3. Where was mother when they arrived? Who was there?
4. When did mother show up? Where had she been and why?
5. How did mother cross the border? How did she know it was there? Who built it? Why was it built?
6. What happened to Kisa and Aunt Tiger? How did they find out?
7. What happened to South Korea in June 1950? Who did it? Who joined each side later? This was the start of what event? How long did it last? When and where was the peace agreement signed?

EVALUATION:

Ask each student to write a short essay that describes some of the cruelties that Koreans endured during the Japanese occupation.

ENRICHMENT:

Have small groups of students research specific topics on Korea.

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Local Koreans recall years of pain under Japanese rule

By Heesun Wee
The Patriot Ledger

As a young boy growing up in Korea during the Japanese occupation half a century ago, Tai Jin Chung was forbidden to speak his native language at school.

He was taught in Japanese, and forced to adopt a Japanese name.

He watched as older Koreans who rebelled against the occupation were arrested or shipped off to Manchuria, hundreds of miles from home. Others were killed.

"It was like genocide," said Chung, a 61-year-old doctor who lives in Hingham.

Aug. 14, 1945 — V-J Day — has a special meaning in Southeast Asia, where it not only meant the end of World War II, but also the end of Japanese colonialism.

While most of the Western world has focused on Nazi atrocities in Europe, less attention has been paid to what the Japanse did in Asia.

The Japanese committed atrocities in the Philippines, China and Korea during the war, including widespread forced labor, the killing of hundreds of thousands of civilians and forcing women to be sex slaves for soldiers.

Resentment remains in the region today, and the wounds were reopened as the 50th anniversary of V-J Day approached because some Japanese leaders have refused to apologize for the country's wartime actions.

Tensions between Japan and Korea date to the 16th century when Japan first invaded Korea. In 1905, Japan won the Russo-Japanese War, resulting in the Treaty of Portsmouth. The treaty, signed with U.S. mediation, recognized Japan's supremacy in Korea. Japan formally annexed Korea in 1910.

Koreans had been under Japanese rule for 25 years when Chung was born in 1934. He lived the first 11 years of his life during the occupation.

As a child, Chung went to school, played with schoolmates and enjoyed soccer.

But colonialism pervaded every aspect of daily life in Korea, then still one country. The Korean peninsula was divided into the communist north and the non-communist south after World War II.

After Korea became a Japanese colony in 1910, Japanese authorities attempted to wipe out Korean culture and history. Outright political assimilation of Koreans into Japanese culture was rejected. So the Japanese police targeted churches and schools in an effort to stamp out nationalist efforts.

Chung, for example, learned multiplication tables in Japanese. To this day, he counts in Japanese, a habit.

His parents kept quiet during the occupation, refusing to publicly speak out against the Japanese. But many Koreans did protest. The repercussions were serious; sometimes fatal.

In some communities everyone was sent to exile in Manchuria, now part of China. "Anytime you rebelled, they would eliminate the whole town," Chung said.

Other Koreans who protested were arrested and killed. Kiechul Joo was one of them.

Joo was a prominent and popular Christian pastor in the 1940s in Pyongyang, then the country's power

Please see COLONIALISM — P. 10

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Koreans recall years under Japan

■ COLONIALISM

Continued from Page 9

center. At that time, Japanese police forced church elders to worship Japanese Emperor Hirohito, considered "a living God."

But Joo refused, and was first arrested by Japanese police in 1937. He spent the next seven years in and out of a Pyongyang jail, where he was repeatedly tortured, according to his grandson, Seung Joong Joo, 37, of Stoughton.

Kiechul Joo died in 1944, at the age of 49. For many Koreans, especially Christians, Joo became a martyr and symbol of Korean nationalism.

"He died because of his faith," Seung Joong Joo said recently.

Seung Joong Joo was born in 1958, 14 years after the occupation ended.

But Kiechul Joo's life and the colonial period lived on in Seung Joong Joo's boyhood home in Korea, through stories and photographs.

"My father visited him (Kiechul Joo) in prison and my grandfather said it was too hard to endure that kind of torture," Seung Joong Joo said.

"Unbelievable," he added, pressing his hands together. Sitting at a table inside the Boston University student union, Joo, who is pursuing a doctoral degree in theology, stopped talking for a moment and stared out a window.

Many Korean Christians, like Kiechul Joo, were ardent nationalists during the occupation. At the end of some church services, declarations of independence were read.

The foundation for Christianity in Korea was laid in the 18th century. Koreans who visited China were introduced to the religion and brought it back to their homeland.

The connection between Christianity and nationalism was strong, and Japanese police grew suspicious of large church gatherings and began arresting Christian leaders and students as early as 1911.

"The predominant objective of imperial Japan was to assimilate Koreans," said Chai-Sik Chung, 65, a social ethics professor at BU's school of theology. "The way to do that was to wipe out the distinct Korean culture. And religion was the core of that culture."

Lisa Bui/The Patriot Ledger

Seung Joong Joo, 37, a native of Korea living in Stoughton, looks at a picture of his grandfather Kiechul Joo who was tortured and killed during the Japanese occupation of Korea 50 years ago.

On Aug. 6, 1945 — when the United States dropped the first atomic bomb on Hiroshima, hundreds of miles away from Korea — the lives of the Chung and Joo families forever changed.

Three days later, American planes dropped a second, larger atomic bomb on Nagasaki. And on August 14, the Japanese unconditionally surrended to the Allied forces.

Tai Jin Chung, then 11, remembers hearing news of the surrender on the radio. Then he spotted the family housekeeper walking into a nearby room. She yanked out a large dresser drawer, stuck her hand underneath the drawer and brandished a small Korean flag.

August 15, 1945, a warm summer day, was declared Liberation Day. It was also the day that Chung, with the help of an aunt, learned to draw the Korean flag.

For days and nights after that, joyous Koreans packed Seoul's streets and celebrated around the clock.

"Out in the street, I could see hundreds of Korean flags. In the streets, Koreans were elated and shouted," Chung recalled.

But Koreans soon realized the 38th parallel had been established by the Allied powers to facilitate the Japanese surrender. After decades of colonialism, one Korea suddenly had become two. Many Koreans began fleeing south. The Korean War followed.

Japanese government officials have taken some steps to improve relations with South Korea, but have not formally apologized for the wartime actions.

"The Japanese committed many mistakes and we will have to learn from it," Nobuyasu Abe, Consul General of Japan, said in an interview. "But it's important to move on."

Move on, but remember, said Seung Joong Joo and both Chungs. They said it was important for the younger generation of Korean-Americans to learn about the occupation.

"Growing up, I wished we were strong so we could defend ourselves. We were so powerless," Tai Jin Chung said. "I hope the next generation will never feel like me."

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USING KOREAN LITERATURE

Village Life and Customs

GRADE LEVEL: High School **AUTHOR** Gregory Tumminio

SUBJECT: Literature

TIME REQUIRED: One period

OBJECTIVES:

As a result of this lesson, students will:

1. use the short story to examine traditional Korean village life and customs.

MATERIALS REQUIRED:

"If They Don't Know We'll Tell Them", by Ruth G. Stewart (short story). This can be found in Stewart, Ruth G., Wind and Bone, Seoul, Republic of Korea, Seoul Computer Press, 1980.

BACKGROUND:

Ruth G. Stewart has lived in Korea for thirty years. In her short stories, she examines contemporary life and significant problems in modern Korea.

In this short story, Ms. Stewart explores life in a small village, traditional attitudes, and customs. She uses Korean masks and mask drama as the device for this exploration.

PROCEDURE:

1. Begin by discussing with students that when learning about a society or nation, it is important to learn about the traditional customs, attitudes, and beliefs of the common people. Why so? Where would students look in order to find these traditions in a large major city, or in a small country village? Why? What advantages does village life have for retaining traditions which large cities do not?
2. Read the short story "If They Don't Know We'll Tell Them".
3. Direct discussion based on analysis of what students know of Korean history and the words and emotions of the short story. Questions one might consider are:
    a) In the story, what problem is being faced by the people? Who was the first person to become aware of the problem? Does this surprise you and why?
    b) Why is the return of the cranes so important to the villagers? Are the villagers merely superstitious about cranes, or are there other factors involved in their attitudes? Can you find any parallels to the villagers' concerns about cranes in contemporary American life?

c) What is blamed by the villagers for their problem? Is it a rational response, and why? Notice how the disaster is given a supernatural significance with the use of terms like "devils" and "fortune". Also notice the use of the sorceress and the use of "divine ritual". How do you account for this?

d) What is the role played by the old men in the life of the village? Why do these men play such a significant role?

e) What was decided to be done by the villagers to eliminate the source of their problem? Why did they decide on this course of action? What does this course of action tell you about traditional attitudes in the Korean village life? Does this course of action strike you as strange, and why?

f) What is the purpose and significance of the masks created by the villagers?

g) Describe the masks. Why were masks of these types chosen?

h) How did the villagers respond to the masks? Explain the following statements: *"It was a grotesque mask, handsomely carved"; "The villagers seemed awed by the mask and everyone treated it with great respect."*

i) What did Pak's cousin understand when he saw the completed masks? Why did he call them "art"? Read, explain and discuss the significance of the following paragraph:

> *"As the last mask, that of a young girl, was lifted from the cloth-covered chest, Pak's cousin suddenly understood what had happened. The remaining masks . . . were of the village. The carvers had taken, naturally and without pretension, various aspects of expressions which they saw and know each day. The masks did not look like any single person or even a composite of several villagers, yet the result was a free spontaneous mask which was the essence of the village.*
>
> *. . . They . . .were well done, he knew. But the masks before him were a pure untrammeled expression of the village people . . . These were art."*

j) Why did Pak's cousin describe the villagers as "national treasures"?

k) The author never indicates whether the masked dance was successful in getting the cranes to return. Why do you think the author omitted this? What effect does this have on you as the reader, and why?

EVALUATION:

In either written or oral form, have students discuss the following topic:

Taking the entire tale into account, describe life and attitudes found in a traditional Korean village. What might be most and what might be gained should traditional life and attitudes fade away.

ENRICHMENT:

1. Show examples of masks used in masked dance dramas such as the Hahoe Masked Dance Drama. Ask students to carefully analyze the facial expression and describe one or more of them using their own words.

2. Explain and show a video of a performance of the Hahoe Masked Dance Drama.
3. Have students interview family members or friends who come from villages in other countries concerning traditions, attitudes, and customs. Write an essay or make an oral presentation concerning their findings.

USING KOREAN LITERATURE
Korea's Tragic Past

GRADE LEVEL: High School

AUTHOR: Gregory Tumminio

SUBJECT: Literature

TIME REQUIRED: 45 minutes

OBJECTIVES:
As a result of this lesson, students will:
1. examine and understand Korea's recent tragic past as reflected in modern Korean poetry.

MATERIALS REQUIRED:

"Homethought", by Kim Kwangsop (poem).
"The Mind of Korea", by Yongno Pyong (poem).
These poems can be found in Kim, Jaihiun J., Korean Poetry Today, Seoul, Republic of Korea, Hanshin Publishing Company, 1987.

BACKGROUND:

Few nations in East Asia have had a more turbulent recent history than Korea. Since the turn of the century, Korea has been subjected to the loss of its national identity, the suppression of its history and language, colonial rule, World War II, a Cold War division, the Korean War, and rapid industrialization. Today, the Korean peninsula is the most heavily armed piece of real estate in the world. With such a tragic history, it is not surprising that modern Korean poets have used the nation's fate as a subject. Because poetry is the expression of feelings on emotional subjects, for Korean poets the topic of Korea's recent history is an obvious one.

PROCEDURE:
1. Make a list of major events in Korea's recent history. Ask members of the class to characterize the nature of Korea's recent history using just one word. Then, ask for reason and explanations of word choices.
2. Discuss with the class the nature of recent Korean history based on the words provided by the students. Then, relate to the class how poetry has struggled with the turbulence of recent Korean history.
3. Read the poem "Homethought" aloud.
4. Direct discussion based on analysis of what students know of Korean history and the words and emotions of the poem. Questions one might consider are:
    a) What feelings are left in the reader after reading this poem? Explain.
    b) What is the source of grief for the poet? What is causing the anguish in the poet? What does the poet miss from his home? Explain.

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c) What question does the poet pose? Does he seem optimistic about a future answer to the question? Explain.

5. Read aloud "The Mind of Korea."
6. Direct discussion around the issues raised in the poem. One might consider the following questions:
    a) What is your reaction to this poem?
    b) What is the effect of the poet asking so many unanswered questions? Why do you think he does this? Do you think that there are any answers to the questions posed by the poet? Explain.
    c) What is the effect of the use of a single final word in the poem? Given what you know of Korean history, do you think that the choice of the word "sad" was a good choice, and why?
    d) Look at the list created at the start of the lesson which describes Korea's past. Do you think that one of the words listed would have been a more effective final word for the poem, and why?

EVALUATION:

Using one of the words listed to describe Korea's recent history as a basis, write a descriptive passage, a brief poem, or word-picture in which the word plays a prominent role on the topic of Korea.

USING KOREAN LITERATURE
Korean Symbols

GRADE LEVEL: High School **AUTHOR:** Gregory Tumminio

SUBJECT: Literature

TIME REQUIRED: 45 Minutes

OBJECTIVES:
As a result of this lesson, students will,
1. understand two Korean symbols and poetic expressions of attitudes toward those symbols.

MATERIALS REQUIRED:
"Were I To Die A Hundred Times", by Chong Mong-ju (poem).
"Flag", by Yu Chi-hwan (poem).
These poems can be found in Kim, Jaihiun J., Korean Poetry Today, Seoul, Republic of Korea, Hanshin Publishing Company, 1987.

BACKGROUND:

Poetry is one of the great and essential art forms of Korea, and Korean poets have traditionally expressed the joy and the agony of life in that nation.

Chong Mong-ju was a fourteenth century sage, scholar, and politician who got involved in political intrigue against Yi dynasty founder Yi Song-gye. Prior to being assassinated, he is reputed to have sung this poem. His poem is honored by Koreans and has been set to music.

Yu Chi-hwan was a contemporary poet who died at the age of fifty-nine in 1967. He was an award winning poet whose works reflect the attitudes and concerns of modern Korea.

PROCEDURE:
1. Every nation has symbols and places which are important to its people. Sometimes these places and symbols are immortalized in poetry and song. Ask the class if they can name important places and symbols in this nation for which poems and/or songs have been written.
2. Inform the class that today, we are going to examine two works which deal with significant symbols for the Korean people.
3. Read the poem, "Were I To Die A Hundred Times".
4. Direct discussion based on analysis of what they know of Korean history and the words and emotions of the poem. Questions one might consider are:
    a) What are your feelings as you hear the poem?
    b) What is the effect of the repetition of the term "die"?

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c) What does the author mean when he says that his "red blood . . . shall witness that (his) heart was true"?

d) What is the connection between blood and the heart? What symbolic significance do both blood and heart take on in this poem?

e) The author of this poem was assassinated shortly after writing this work. The bridge upon which he was murdered (Sonji Bridge in Kaesong) is still dyed red supposedly from the author's blood or in honor of his blood shed on that spot. Therefore, the poet can be considered both a hero and a martyr to the Korean nation. (Interestingly, the word *martyr* is Greek for *witness*, and the poet's martyrdom acted as a witness to his loyalty. How can you account for the popularity of this poem with the Korean people? Can you think of the times and circumstances when this poem might have a greater appeal?

f) Could this poem be used by people other than Koreans or is there something uniquely Korean in either its content or method of expression? Explain.

5. Read the poem, "Flag".
6. Direct discussion based on analysis of what they know of Korean history and the words and emotions of the poem. Questions one might consider are:
    a) What are your feelings as you hear this poem?
    b) What does the author mean by the term "soundless clamor"? What effect does this phrase have on you as the reader?
    c) What does the term "Nostalgia's handkerchief" mean? What effect does calling a flag a handkerchief have on the reader?
    d) What does the author mean when he says, "Sorrow spreads its wings like a heron on that pure and straight pole of Ideal."? In what way is a flag like a bird? Why does the author see sorrow when he sees his flag on the "straight pole of the Ideal"?
    e) Why is the flag a "sad mind"? Are all flags a "sad mind" or just the Korean flag?
    f) Overall, what seems to be the author's attitude toward his flag? Do you see your flag in the same way, and why?

EVALUATION:

Contrast the two poets' attitudes toward the symbols they discuss. What can be learned about the Korean nation and its people through an examination of these two poems?

ENRICHMENT:

Examine and discuss the contents of the Republic of Korea's flag. What is the symbolism of its colors and design? What cultural aspects can you find in this flag which make it unique and Korean?

USING KOREAN LITERATURE
Political Conflict and Personal Relationships

GRADE LEVEL: High School **AUTHOR:** Gregory Tummino

SUBJECT: Literature

TIME REQUIRED: 45 minutes

OBJECTIVES:
As a result of this lesson, students will:
1. learn the effects of political conflict on personal relationships by reading a Korean short story.

MATERIALS REQUIRED:
"Cranes", by Hwang Sunwon (short story). This can be found in Lee, Peter H., Anthology of Korean Literature From Early Times to the Nineteenth Century, Honolulu, University Press, 1981.

BACKGROUND:
At the end of World War II, Korea was divided between North and South at the 38th parallel. This division was originally thought to be temporary and was created by the major world powers without any input by the Koreans themselves. This division played a part in the onset of the Korean War (1950-1953) and separates the nation to this day.

During the Korean War, familial and friendship loyalties were divided on both sides of the parallel causing pain and sometimes even death. Today, in small villages signs can still be found saying, "Report Suspected Spies."

The short story "Cranes" deals with the conflict and anguish that develops when political loyalty comes in conflict with personal friendship.

PROCEDURE:
1. Begin by asking students, What is the basis of any friendship? How do you know when a person is a true friend? Are there any limits to friendship?
2. Read the story "Cranes."
3. Direct discussion based on analysis of what students know of Korean history and the words and emotions of the short story. Questions one might consider are:
    a) Why do you think the author began this tale in the past with the story of the boys in the chestnut grove? What effect does this short anecdote have on the mood and tone of the unfolding story?
    b) Why do you think the author does not immediately identify Songsam and Tokchae as the two boys now grown up? What effect does this omission have on the developing tale?

c) Why is it important to Songsam to learn that Tokchae has killed many men? The story says, "Songsam felt a sudden surge of anger in spite of himself . . .". Why?

d) Who is Shorty? What is learned about her? Why is she a significant element in this story in spite of the fact that she never appears?

e) What are cranes and what symbolic value do they have for East Asian people? Why is the story of the capture and release of the cranes important in explaining Songsam's final action concerning Tokchae?

f) Explain the final statement, "A pair of Tanjong cranes soared high into the clear blue autumn sky, flapping their huge wings." Do you feel that this ending is better than a more explicit ending, and why?

EVALUATION:

In either written or oral form, have students state what they think is the author's point of view concerning friendship and effects of civil conflicts like the Korean War on friendship.

ENRICHMENT:

1. Write a report on how and why the DMZ in Korea was created.
2. Conduct an interview with a family who fought or lived through the Korean War in Korea. Write a report on their recollections.
3. Read "The Rainy Spell," by Yun Heung-gil (The Rainy Stuff and Other Stories; London, Onyx Press, Ltd.m 1983). Describe the effect of the Korean War on family relationships as depicted in that story.

USING KOREAN LITERATURE
Gender and Korean Society

GRADE LEVEL: High School **AUTHOR:** Gregory Tumminio

SUBJECT: Literature

TIME REQUIRED: One period

OBJECTIVES:
As a result of this lesson, students will:
1. examine the role of women in Korea through the use of contemporary literature.

MATERIALS REQUIRED:
"The Potato", by Kim Tongin (short story). This can be found in Lee, Peter H., Anthology of Korean Literature From Early Times to the Nineteenth Century, Honolulu, University Press, 1981.
"My Neighbors, Mrs. Ku Jamyoung (poem). This poem is reprinted with permission of the author below.

BACKGROUND:
Despite the industrialization and globalization of modern Korea, the ancient attitudes of traditional Confucianism survive. One of the more evident examples of this is the roles and relationships between men and women. Women are still relegated to subservient positions and have little power outside the home environment. The following two works examine the position of females in contemporary Korean society.

PROCEDURE:
1. Begin class by discussing the idea that old attitudes die hard. Why do people tend to cling to traditional attitudes even when these attitudes conflict with rational thought or modern circumstances? Why do students think that this is particularly true in attitudes concerning male-female roles?
2. Discuss the fact that Korea is a society with an ancient tradition of Confucianism. What do students know about Confucianism? What are the attitudes found in traditional Confucian thinking concerning the roles of men and women? Why do students think such attitudes might die hard in a rapidly changing society like that of Korea?
3. Begin discussion of "The Potato" (students should have read this prior to class).
4. Direct discussion based on analysis of what students know of Korean history and the words and emotions of the short story. Questions one might consider are:
    a) In this short story the author expresses an attitude toward women and the position of females in traditional Korean society. How would you characterize this attitude? Have students support their answers.

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   b) Contrast the personalities and characteristics of Pongnyo and her husband. Do you think that her husband would have accepted her if she had similar characteristics to his, and why?
   c) How would you characterize the author's attitude toward his subject matter? Does it surprise you that the author is male, and why?

5. Shift focus to the poem "My Neighbor, Mrs. Ku Jamyoung," which paints a portrait of contemporary Korean women. This poem could either be read in class or assigned previously as homework.
6. Direct discussion based on analysis of what students know of Korean history and the words and emotions of the poem. Questions one might consider are:
   a) What do you learn about the circumstances of Mrs. Ku?
   b) Contrast Mrs. Ku as she rides on the bus and the environment outside her window. Why do you think the author makes this comparison?
   c) What is the effect of comparing Mrs. Ku to a "sleeping Buddha"?
   d) Explain the meaning of the final six lines. Do you feel that the author is encouraged about the future for Mrs. Ku and all of the other "Mrs. Kus" of the world, and why?

EVALUATION:

1. Have students write a short essay on the following:
   The poem is a more recent expression of attitudes toward women in Korea than the short story. Given the contents of these two works, would you say that circumstances have improved for Korean women, and why? Back up what you say with direct reference to the short story and poem. Do you think that the attitudes expressed in these two works are exclusively Korean or are these attitudes found in contemporary America? Support your answer.

ENRICHMENT:

1. Interview a Korean female student or adult. Write an essay based on your interview indicating whether attitudes toward females have changed in modern Korea or Korean-American families.
2. Read K. Connie Kang's "Home was the Land of Morning Calm" (Addison-Wesley, 1995). Write a report on the ways Ms. Kang broke with the traditional role of the Korean female.
3. Read the 16th Century poem (*kasa)* entitled "A Woman's Sorrow" (Lee, Peter H., Anthology of Korean Literature From Early Times to the Nineteenth Century, University of Hawaii Press, 1981, pp. 116-118). Compare and contrast the plight of the main character of this poem and the main characters of the two works discussed in class. Based on these works of literature, have the concerns and the position of females in Korean society changed over the centuries? Explain.

MY NEIGHBOR, MRS. KU JAMYOUNG

By Ko Jonghui

Mrs. Ku Jamyoung, a working mother and wife,
Who has a seven-month-old baby,
Begins to doze as soon as she boards the bus in the morning.
Warmed by the morning sun,
She dozes all the way from Ansan to Yoido,
Nodding to the front and nodding to the sides.
Horn blasts cannot wake her,
The seasons flit past the window,
And azaleas and chestnut blossoms smile;
But Mrs. Ku Jamyoung dozes away, like a sleeping Buddha.
Yes, the first ten minutes
Are the ten minutes she suckled her baby last night.
And the next ten minutes
Are the ten minutes she served medicine to her mother-in-law.
That's right, and the next ten minutes
Are the time she spent putting her drunken husband to bed.
At the beginning and end of each working day
She dozes and shakes like a pansy.
The flowers on the dining table bind women fast to their duties.
But from every roof over every kitchen
A family's welfare sustained by a woman
Is shooting an arrow of refusal
Towards the sleep of death
Unnoticed by anyone.

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Seoul, Republic of Korea, 1995.

PART SEVEN

RESOURCES ON KOREA

USING THE INTERNET TO EXPLORE KOREA

Resources for Kindergarten to College

GRADE LEVEL: K-College **AUTHOR:** S. Rex Morrow

SUBJECT: Social Studies/Social Sciences and History

TIME REQUIRED: 1 to 2 class periods, to much longer

INSTRUCTIONAL OBJECTIVES:

As a result of this lesson students will utilize inquiry and analytical/critical study skills to explore the history, culture and society, both past and modern day, of Korea and its people through the free electronic information systems available on the World Wide Web through Internet.

MATERIALS:

Personal Computer with modem hook-up or local network system (LAN), Internet program such as Netscape to access the World Wide Web
Color Printer (desirable but optional)
Disk for storing information

PROCEDURES:

1. Listed below are the World Wide Web sites related to Korea. Suggestions for using the sites are included at the end of the plan.

Site: Department of East Asian Languages at the University of California at Berkeley.
Internet Address: http://central.itp.berkeley.edu/eal/homepage.html
Comments can be sent to: korea@tuna.berkeley.edu
Topics: Korean National Home Page (at KAIST)
Pohang Institute of Technology
Telecommunications Lab, Yonsei University
List of Korean WWW servers in Korea (Yonsei Univ.)
List of WWW Servers in Korea (Dongguk Univ. in Kyongju)
Tour of Historic Kyongju
Chungnam National University
KAIST Wangshimni
POSTECH CCLab Home Page
PUSAN Womens' University
Yeungnam University
Daewoo Telecom R & D Center(Network Information Center)
David Yun Gee Kim's Page on Korea
Hangul & Computer Home Page
MEDISON
Solvit Chosum Media
Korea Network Information Center

Korea.com
Seoul National FTP archive
Korea Teachers of English Home Page(Kyongju)
US Area Handbook of South Korea
CBC Pictures of North Korea

Site: The University of Missouri at St. Louis
Korea Area Handbook
Contact the Department of East Asian Studies at the university for address information.
Topics:
Chapter 1.01 - Historical Setting: Introduction
Chapter 1.02 - Origins of the Korean Nation
Chapter 1.03 - The Three Kingdoms Period
Chapter 1.04 - The Evolution of Korean Society
Chapter 1.05 - The Choson Dynasty
Chapter 1.06 - Characteristics of Society under the dynasties
Chapter 1.07 - Korea under Japanese rule
Chapter 1.08 - World War II and Korea
Chapter 1.09 - South Korea under US Occupation
Chapter 1.10 - The Korean War, 1950-1953
Chapter 1.11 - The Syngman Rhee Era, 1946-1960
Chapter 1.12 - The Democratic Interlude
Chapter 1.13 - South Korea under Park Chung Hee, 1961 -1979
Chapter 1.14 - The Transition
Chapter 1.15 - Students in 1980
Chapter 1.16 - General Chun Doo Hwan Take Over
Chapter 2.01 - The Society and Its Environment
Chapter 2.02 - Physical Environment
Chapter 2.03 - Population
Chapter 2.04 - Social Structure and Values
Chapter 2.05 - Cultural Identity
Chapter 2.06 - Education
Chapter 2.07 - Religion
Chapter 2.08 - Public Health and Welfare
Chapter 3.01 - The Economy
Chapter 3.02 - The Japanese Role in Korea's Economic Development
Chapter 3.03 - The Government Role in Korea's Economic Development
Chapter 3.04 - The Government and Public and Private Corporations
Chapter 3.05 - Financing Development
Chapter 3.06 - Industry
Chapter 3.07 - Natural Resources
Chapter 3.08 - Agriculture
Chapter 3.09 - Service Industries
Chapter 3.10 - The Labor Force
Chapter 3.11 - Transportation and Telecommunications

Chapter 3.12 - Foreign Economic Relations
Chapter 3.13 - Korea in the Year 2000
Chapter 4.01 - Government and Politics
Chapter 4.02 - The Constitutional Framework
Chapter 4.03 - The Government
Chapter 4.04 - Political Dynamics
Chapter 4.05 - Human Rights
Chapter 4.06 - The Media
Chapter 4.07 - Foreign Policy
Chapter 5.01 - National Security
Chapter 5.02 - Development of the Armed Forces
Chapter 5.03 - The Military's Role in Society
Chapter 5.04 - Organization and Equipment of the Armed Forces
Chapter 5.05 - Defense Spending and Military Production
Chapter 5.06 - Strategic Planning for War
Chapter 5.07 - Internal Security
Chapter 5.08 - Intelligence agencies
Chapter 5.09 - Korean National Police
Chapter 5.10 - Criminal Justice
Glossary
Appendix (Tables 2-18)
Bibliography

Site: University of Texas at Austin, Asian Studies Center. Internet Address:
http://asnic.utexas.edu/asnic/countries/korea
Contact: kamal@asnic.utexas.edu
Topics:
Korea General Information
Land
Flora and Fauna
Brief Overview with Pictures
Korea at a Glance
Welcome to Korea
Korean History
A Brief Summary
Ministry of Information and Communications
Religion and Philosophy
Korean Belief System
Buddhism
Electronic Journal of Buddhist Studies
Korea Information:
Korea Economic Daily
Discussion Groups:
South Korean Fact Book
2002 World Cup in Korea

Korea Travel:
Tourism
Visit Korea

Site: Australia National University
Asian World Wide Web Information Online
Internet Address: http://coombs.anu.edu/wwwvlasian/skorea.html
Contact: greg.young@anu.edu.au
Topics: Online references and resources on the history, culture and society of North and South Korea.

Other online and WWW resources on Korea:

Korea OnLine
http://vision.ce.pusan.ac.kr/korea/koreaOnLine.html

Korea Directory
http://korea.directory.cookr/

Rediscovering Korean Legacies
http://www.dacom.co.kr/dt/summer94/legacies.html

Traveller's Essentials
http://silkroute.com/silkroute/travel/essen/kr.html

Education Systems in Korea
http://www.iworld.net/education/index-e.html

Korean War: The Forgotten DMZ
http://www.onramp.net/hbarker/dmz1966.html

Korea At A Glance
http://143.248.186.3/korea/glance.html

Korean history:
http://tuna2.berkely.edu/korea/history.html

EVALUATION:

(1) Assigned reports, term papers, opinion papers and research papers

(2) Groups project and presentations

(3) Creation of a working bibliography and scrapbook on Korea

(4) Development of multimedia presentations and reports on Korea

(5) Assessment and demonstration of modern research and inquiry skills using microcomputers

ENRICHMENT:

Students should be permitted and afforded access to microcomputing facilities before and after school, as well as during computer laboratory and study sessions in the regular school schedule.